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ABSTRACT

One of a series of 11 arts and humanities career exploration resource guides for grade 7-12 teachers, counselors, and students, this annotated bibliography describes curriculum materials being used in public schools, particularly on the job preparation level. Materials available from commercial publishers and those developed by educational agencies are both included. For those developed by educational agencies, the information in each citation includes title, subject/discipline area, author, grade level, date, number of pages, career education phase (awareness, orientation exploration, or preparation), designated audience (counselor, student, or teacher), target group if other than heterogeneous class, curriculum components, examples of unit titles, format, availability including price and address or ERIC document number, validation method, original developer, funding source, and descriptive comments designed to give an overall interpretation of the structure, approach, usefulness, supplementary information, etc. Information on commercially published materials is presented in chart form and includes grade level, career education phase, designated audience, and the presence or absence of text, student workbook, objectives, teaching strategies, learning experience, learning resources, and evaluation procedures. Citations with the above information are organized under seven different arts headings (dance, media, music, theater and entertainment, visual arts, writing, and combined performing arts) and under a general humanities heading. Under each heading is also a list of materials not available for review (not annotated). Citations without annotations are also included under the following additional headings: Combined Arts and Humanities, Career Series Which Include Arts and Humanities Occupational Information, Games/Simulations, Learning Resources Bibliographies, and Compendia of Suggested Learning Experiences. A list of publishers with extensive materials relating to arts and humanities, a list of arts and humanities curriculum writing projects in progress, and a list of names and addresses of public secondary schools which specialize in arts and humanitities are also included. An introduction describes the procedures used in selecting and compiling the citations. (JT)

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ARTS AND HUMANITIES OCCUPATIONAL CLUSTER

An Annotated Bibliography
of Selected Curriculum Materials

United States Office of Education
Bureau of Occupational and Adult Education

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I.

INTRODUCTION

This Annotated Bibliography of Selected Arts and Humanities Curriculum Materials in the Context of Career Education owes its life to a two-year contract awarded and funded by the U.S. Office of Education, Bureau of Occupational and Adult Education, to Technical Education Research Centers, Inc. (TERC) in July, 1974. It is part of a major project in "Curriculum Development in the Arts and Humanities Occupational Cluster in the Context of Career Education" which, when completed, will include career education curricula for junior and senior high school students and supplementary guides for teachers and counselors. They will be directed toward the exploration phase which provides an intensive study, accompanied by experiential learning, in the arts and humanities occupational areas. Prior to TERC's writing of curricula, a state-of-the-art survey of the arts and humanities occupational cluster curriculum materials was conducted according to the U.S. Office of Education specifications.

In considering the final size of the Annotated Bibliography, it is hard to remember that when we first began identifying materials, people shook their heads and said, "You won't find anything." True, TERC did not get as overwhelmed with material as we would have if health occupations, for example, had been our subject; and we did broaden our search in the middle of collecting; however, a country-wide treasure hunt netted enormous rewards. In the process, we learned a lot of geography!

Before letters were mailed to begin our task, two arbitrary decisions were made: 1. Curriculum materials had to be less than ten years old, and 2. only the United States and its possessions would be culled. By placing these limits on our search, it was hoped that the resulting materials would provide both career information and curriculum development methods which are current.

From the beginning, all members of the TERC staff agreed that our job was not to tell teachers how to teach. We assume that most teachers know their subject matter and do not need our help in this respect. What we hoped to do by compiling this information was to assist teachers, curriculum developers and administrators who want to introduce career education in the arts and humanities occupational cluster into their classes or to improve what already exists. We wanted to do the ferreting for them, so they could choose whatever seems appropriate for their needs.

Identification

There were two major sources of curriculum materials to be contacted: educational agencies and commercial publishers. In the first instance, letters were sent to the directors of vocational education, research coordinating units, arts and humanities, curriculum and instruction, and career education in all fifty states and possessions. Directors of the Alliance in Arts Education and directors of programs receiving Federal aid (especially Parts C and D of the Vocational Education Amendments of 1968)

as well as educational laboratories and those programs already known by us to be in existence received letters outlining our contract goals and asking for information and/or actual curriculum materials related to career education in the arts and humanities occupational cluster. A total of 971 initial inquiries were sent.

Four hundred thirty seven answered us. Some said outright that nothing in the arts and humanities existed in their regions (although often much digging proved otherwise) and others sent lists of projects and people to be written for further information. These clues were followed by letter to the smallest towns across the country and sometimes with great success. Professional organizations of people active in jobs included under our definition of the arts and humanities occupational cluster heard from us also. Two very carefully conceived ERIC searches were undertaken with minimal success.

As our directive from the U.S. Office of Education had been to concentrate on secondary curriculum which prepare students for entry-level jobs in the arts and humanities, our letters specified this request. In time, this limitation proved too restrictive and in mid-stream we decided to emphasize equally the exploration phase, with some attention paid to the orientation phase. Soon curricula began to arrive in every imaginable state from carefully typed and collated manuals to barely distinguishable, half-stapled pages. Often there was no relationship between a high quality package and a high quality curriculum.

Commercially Published Curriculum Materials

Concurrently, we wrote 250 commercial publishers asking for catalogues as well as curriculum materials which prepare students for entry-level jobs. Approximately three-quarters responded by sending catalogues and/or sample copies. The criteria for possible inclusion in the final Annotated Bibliography was that it be a teaching tool (preferably with objectives, learning experiences, and/or tests) which could be used as a major resource in a preparation-stage course, i.e. it was to be used to teach the entry-level skills needed by workers in the arts and humanities. Historical or critical treatments were not included, nor were narrative descriptions of the fields. Further, introductory and hobby books were excluded. As the catalogues were examined and possible curriculum materials identified, TERC requested about eighty individual copies, although only fifty-four were received.

The problem arose early (as we had expected) that very few intermediate to advanced commercially-published materials for the preparation stage exist for students or teachers at the secondary level, as most of the occupations in the arts and humanities require further education before actual skill development training is undertaken. Therefore, although we did not specifically request any, we have included some books which are less skill-oriented, particularly if there is information on jobs or workers in the industry represented. Actual copies from publishers were annotated according to level, career education phase, objectives, teaching strategies, learning experiences,

learning resources, evaluation procedures, and the kind of material (text, teacher manual or student workbook). Although some commercially published materials had more than one part (text, workbook, activities manual), it was examined as a unit so that some curriculum components may be found in any or all of the sections. New materials were continually identified and those which could not be examined have been listed without annotation. The reader can assume that individual entries are books, unless otherwise specified.

Learning Resources

Ancillary learning resources were culled from catalogues, curriculum guides, professional organizations, books and fugitive literature. We looked for materials from all media which concentrate on occupations in the arts and humanities occupational cluster, either in specific jobs (newspaper reporter) or broad fields (jobs in newspaper publishing). Of special intereat is the worker him/herself. We looked for information about teachers and not teaching, musicians and not music. In the case of learning resources, it is the subject and not the subject matter which counts. Fictional accounts are not included as the information presented is usually unrealistic and inaccurate. It seems appropriate, especially in the arts and humanities, to avoid the usual overemphasis on glamor-related aspects. Only modern practitioners and occupations are presented. Miscellaneous learning resources in each section give information about industries, scholarships, educational institutions, etc.

A separate section provides a list of general career series in print and media which have material related to our cluster. None of the learning resources is annotated except in terms of the kind of material, if in other than book form.

Curricula Developed by Educational Agencies

The greatest amount of time was devoted to locating curriculum from educational agencies, determining its initial eligibility for inclusion in the Bibliography, writing the developers again for specific information, and annotating each entry fully, including general comments. For purposes of this analysis "curriculum" means student or teacher-oriented materials in the form of lesson plans, units, mini-courses, quarter semester or year courses; although occasionally only descriptions of them are included. Basically, three kinds of curriculum have been included in this Bibliography: orientation, exploratory, and preparation courses for particular arts and humanities jobs; career education categorized according to the broad arts and humanities occupational cluster; and arts and humanities school subjects (language arts, social studies, foreign languages) which are career-oriented. Sometimes these are in relation to jobs in the arts and humanities and sometimes only in terms of general career education concepts. Occasional miscellaneous guides which fall between the cracks, such as a mathematics course which concentrates on jobs in newspaper publishing, are included; however, a social studies unit devoted completely to the meat-packing industry would not be.

Although the project staff crossed all boundaries in determining which jobs belong to our cluster, much of what we received or ordered (and therefore what we reviewed) depended on how others defined the arts and humanities. When an interesting and appropriate curriculum was specified at a lower grade level than our seven through twelve range, it was included, partly as we are not emphasizing grades so much as career education phases. If a large number of units devoted only a few to the arts and humanities, they were dropped unless those units were of special interest. At first, we tried to give a minimum percentage of the total number as a criterion for inclusion, but this proved too limiting. In the end, educated intuition was used. Surprisingly, there was hardly any material aimed specifically at the disadvantaged or handicapped student, nor for the gifted and talented. In fact, there was almost no mention of students with special needs. In order to define further the kinds of materials to be ordered or examined, small distinctions had to be made. For example, we included:

1. Architectural drafting, but not general or mechanical drafting.
2. Patternmaking and design, but not sewing or clothes construction.
3. Floriculture and ornamental horticulture (if design was emphasized) but not horticulture.
4. Advanced woodworking, but not home construction.
5. Fabric design, but not furniture upholstering.
6. Plastics as a craft, but not as an industry.
7. Ceramics as a craft, but not as an industry.
8. Vocational English only if it emphasized skills to be used in specific careers in the arts and humanities (e.g proofreading, journalism).

If design or creative elements existed in curricula which were basically industrial, such as graphic arts (printing) or industrial arts, they were

included; sheer manipulation of machines and mechanical skills were not enough. Basic or introductory courses were accepted if they were in a subject area not usually found in secondary schools, such as journalism.

Although no formal screening instrument was used, curriculum which arrived was scrutinized according to general criteria of structure, clarity, appropriateness, and other basic standards. Those which were obviously below par were excluded. As more acceptable curricula were located, the less ably developed were excluded.

The range of creativity in curriculum writing ran the gamut from dull to exciting, although the former was more in evidence. Curriculum developers who borrowed the ideas of other groups as the basis for independent work were frequent. Had this been a jumping-off point for individual creativity, it would have been more acceptable. A number of approaches were used most often. They revolved around:

1. The worker
2. The worker's tasks
3. The job
4. The academic subject
5. The occupational cluster
6. The Dictionary of Occupational Titles
7. Career education concepts
8. Other classification systems such as Roe or Kuder.

Critiquing curricula is wholly unlike examining any other form of written material. There is no plot, no characterization, no suspense and little, if any, excitement. Perhaps this is why so little life comes through.

Yet, occasionally, we felt that pleasure which comes from seeing innovative and alive materials. When this occurred, it was usually in student-oriented work, yet we saw very little aimed at the actual audience who would be the recipients of all these efforts.

Another difficulty is the fact that many, if not most, of the curricula were written in outline form which considers only the broadest areas to be covered. It does not take into account the fact that others might wish to see and learn from it; therefore, the outline becomes a course plan for what was done by one teacher rather than a curriculum which can be generalized to others. When arts and humanities units were part of a program or manual which included other school subjects or clusters, the whole program was reviewed with an emphasis on units which came within our purview.

Hopefully, most of the annotation headings are self-evident, but some do need further explanation. Rarely was most of the information specified by the developers; therefore, a great deal of digging within the text and educated guesswork in general were necessary.

The career education phases are the generally accepted ones of "awareness, orientation, exploration, and preparation." In short, awareness consists of an introduction to career education in the arts and humanities, orientation is a closer look, exploration is an in-depth study (usually having hands-on experiences), and preparation is the skill development necessary for entrance into entry-level jobs.

One of our most important tasks concerned the examination of curricula to determine the extent to which six curriculum components were represented. The six elements are objectives, content, teaching strategies, learning experiences, learning resources, and evaluation. The "somewhat" category used in conjunction with the six curriculum components was indispensable when information was given haphazardly or in outline form. In the curricula reviewed, objectives were sometimes called goals, purposes, rationale, concepts or outcomes as well as their proper name, but there were very few performance or instructional objectives which included measuring procedures. Usually objectives were general hopes for student accomplishment. "Content" is the subject matter itself. "Teaching strategies" was separated from "learning experiences" as some curricula include specific suggestions to the teacher in how to plan the course or use the content. It seems to us that these are valuable aids which improve the effectiveness of the material. Student activities during the extent of the course are termed "learning experiences." "Learning resources" was a broad heading which includes people, places, supplies, equipment, facilities and various kinds of media which add to the content as well as to the scope of the lesson or course.

Deciding the meaning of "evaluation" was more difficult as four kinds were used by curriculum developers: process evaluation, product evaluation, third-party evaluation and self-evaluation. Finally, we determined evaluation to mean the measuring procedures (either qualitative or quantitative) which tested the students on the subject matter presented in the unit.

The greatest difficulty came in defining and determining "validation." Traditional educational use of validation is usually in terms of an outside criterion, i.e. what is learned in a course is validated against how well one does in the actual work experience, or one's grades on a test (e.g. Scholastic Aptitude Test) are validated against how well one does in college. Yet, often the directors of curriculum writing projects referred us to third-party or unit evaluations or even classroom use. Our final decision was to consider formal field-testing as the main validation process, but to include other less exacting methods when these could be determined.

We were especially interested in stating "availability" when it was known. Complete ERIC numbers were included although the price was not, as many states offer microfiche at different prices (often free) to its educators. In regard to all annotations, we attempted to be as specific as facts, or lack of them, allowed us to be.

The "comments" section is meant to give an overall interpretation of the structure, approach, usefulness, supplementary information, etc., for the readers who want a fuller and more descriptive analysis as well as to provide a more personal review. All general comments were written by the TERC staff member in charge of compiling the Annotated Bibliography and, when appropriate, project specialists in art, crafts, dance, media, music, theater, writing and the humanities added brief comments specific to their fields and to their points of view. As the specialists have experience in teaching and curriculum writing, their comments are especially cogent.

Specialized Schools

It seemed logical in the beginning that specialized public secondary schools in the arts and humanities would provide us with excellent quality curricula. A preliminary survey indicated that many of the schools identified did not have written curricula which could be reviewed; therefore, we decided to list the schools themselves. We confined our final list to those publically-supported schools whose major goal is the teaching and preparation of students who plan either further training or occupations within the arts and humanities. These schools are structured along different lines, but the most common are:

1. a combined academic and arts school;
2. a separate arts program in conjunction with a comprehensive school;
3. a complete program within a comprehensive school.

Although we are aware that many comprehensive schools throughout the country have exceedingly strong departments in one or more areas of the arts and humanities and that ancillary experiences (summer, after-school, etc.) are very much in evidence, these kinds of programs were not included. If this list leads to communication between those schools who are attempting to begin or upgrade their arts and humanities preparation courses and the ones which are specified, we would consider the list well-used. Our project staff has noticed a trend toward developing specialized or magnet schools in many sections of the country and teachers and administrators would find a wealth of expertise in these schools.

Conclusion

Finally, we are pleased that so much curriculum has been located assuring us that the area of career education in the arts and humanities occupational cluster is not bereft of material. Perhaps, the extent or the quality is not as great as in other occupational clusters, but there are understandable reasons for this. Considering the effort made by the TERC staff to determine the parameters of the arts and humanities, it is no wonder that those who developed curricula were not certain what was contained in this cluster. It is interesting to note that in developing our final list of occupations in the arts and humanities, some job categories were included from fourteen of the fifteen occupational clusters as defined by the U.S. Office of Education.

This leads to another difficulty in that the arts and humanities fields are less tangible than others. Much of what is accomplished is related to "creative ability" and much is done in terms of supporting more visible jobs. Also, except for education, there is no one basic field related to the arts and humanities occupational cluster which employs large numbers of people with these skills. Hospitals, which exist in almost every community, hire health personnel and construction projects hire workers with related competencies; however, only in large metropolitan areas is there an obvious need for many workers skilled in the arts and humanities. For these reasons it is not surprising that schools have not developed more advanced curricula.

It should be stressed that most curriculum writers do not purport to offer full curricula. Their often-stated purpose is to provide suggestions for focus, content, structure, activities, etc.; therefore, although the guides may not fulfull the six curriculum components they may, in fact, be excellent in stimulating other attempts.

Before closing, may we say that we have been exceptionally pleased to see so little evidence of racism or sexism.

During the time when the Annotated Bibliography was being compiled, we noticed that a new Gallup Poll of Current Career Choices of the Nation's College Students was published. A "surprise new entry" comprising 7% of the total and in sixth place overall was "Theater, Arts & Crafts". Hopefully, past and future curriculum development will aid other students to know these and other arts and humanities areas more realistically and to provide initial preparation in secondary school for satisfying jobs in these fields.

II. ARTS

DANCE CURRICULUM FROM EDUCATIONAL AGENCIES

Title: AN INVITATION TO THE DANCE

Subject/Discipline Area: Dance Date: 1968

Author, if specified: Number of Pages: 96

Grade Level: 5__ 6__ 7__ 8__ 9__ 10__ 11__ 12__ Jr. High X Sr. High X

Career Education Phase: Orientation Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?	X		
3. Are teaching strategies specified?	X		
4. Are learning experiences specified?	X		
5. Are learning resources specified?	X		
6. Are evaluation procedures specified?		X	

Examples of Unit Titles: Synopses, Interdisciplinary Activities 7-12, Suggestions for Teachers of Specific Subject Areas

Type of Material: Printed manual Validation Method: Unknown

Availability: Cost $.50

Contact Person and/or Ordering Source:

University of State of New York
Publications Distribution Unit
State Education Department
Albany, New York 12224

Original Developer:

University of the State of New York
State Education Department
Curriculum Development Center
Albany, New York

Funding Source:
New York State Department of Education

COMMENTS: Although this course guide is planned to develop students' understanding of ballet, it is a truly interdisciplinary work. It was prepared by professionals in various areas of education and dance and was reviewed by others in these fields. A sample unit on the Afternoon of a Faun correlates the ballet with theories about fauns as portrayed in sculpture, painting, literature, foreign languages, and music. Learning experiences (cognitive, affective and psychomotor) are expected to lead to improved awareness of self, use of symbols, and artistic visions. Specific suggestions for teachers in related areas are valuable in developing self-expression; however, only the physical education teacher deals specifically with the learning of ballet exercises and terms. The appendices offer a list and précis of the most commonly performed ballets, a glossary of terms, an annotated bibliography, and lists of sources of resource materials. Also, a particularly helpful example is included which shows how dance has been integrated into the curriculum in the schools of the Third Supervisory District of Suffolk County in Huntington, New York.

Dance Specialist: Excellent overall. Basic ballet instructions should not and could not be done by instructors without ballet training and experience. The interdisciplinary activities are the best of all and some introduce career education concepts.

COMMERCIALLY PUBLISHED MATERIALS
FOR DANCE

	Grade Level	Career Ed. Stage	Text	Teacher's Manual	Student Workbook	Objectives	Teaching Strategies	Learning Experiences	Learning Resources	Evaluation Procedures
Dance A While: Handbook of Folk, Square and Social Dance. Jane A. Harris, Anne Pittman, and Marlys S. Waller. Minneapolis: Burgess, 1968.	H	P	Y	N	N	Y	Y	Y	Y	N

CODE Grade Level: J = Junior High; H = High School; A = Advanced Secondary
Career Ed. Phase: E = Exploration; P = Preparation
Other Annotation: Y = Yes; S = Somewhat; N = None

LEARNING RESOURCES OF DANCE CAREERS AND MISCELLANEOUS INFORMATION

Dance Careers:

Careers for the Seventies: Dance. Walter Terry. New York: MacMillan Company, 1971.

Careers in Dance. New York: Alumnae Advisory Center, 1966.

Dance Careers for Men and Women. Washington, D.C.: American Association for Health, Physical Education and Recreation, 1970.

Dance Instructor. Santa Monica, California: BFA Educational Media. (Film).

Opportunities in a Dancing Career. Paul Denis. Louisville, Kentucky: Vocational Guidance Manuals, 1966.

Miscellaneous Dance Resources:

Dance Directory: Programs of Professional Preparation in American Colleges and Universities. Washington, D.C.: American Association for Health, Physical Education, and Recreation, 1973.

Dance Production Handbook, or Later is Too Late. Lois Ellfeldt and Edwin Carnes. Palo Alto, California: National Press Books, 1971.

Dancers Fact Sheet. New York: American Guild of Musical Artists.

Directory of Dance Companies. Washington, D.C.: National Endowment for the Arts, 1974.

Directory of Professional Preparation Institutions in Health, Physical Education and Recreation. Washington, D.C.: American Association for Health, Physical Education and Recreation, 1974.

Directory of Professional Preparation Programs in Recreation, Parks and Related Areas. Washington, D.C.: American Association for Health, Physical Education and Recreation, 1973.

MEDIA CURRICULUM FROM EDUCATIONAL AGENCIES

Title: A CURRICULUM GUIDE FOR A CAREER EXPLORATION PROGRAM IN THE MIDDLE/JUNIOR HIGH SCHOOLS OF GEORGIA

Subject/Discipline Area: Industrial Arts/Media **Date:** 1972

Author, if specified: **Number of Pages:** 81

Grade Level: 5__ 6__ 7X 8X 9X 10__ 11__ 12__ Jr. High___ Sr. High___

Career Education Phase: Exploration Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?			X
3. Are teaching strategies specified?			X
4. Are learning experiences specified?	X		
5. Are learning resources specified?	X		
6. Are evaluation procedures specified?	X		

Examples of Unit Titles: Visual Communications, Audio Communications, Television

Type of Material: printed manual **Validation Method:** Unknown

Availability: Unknown

Contact Person and/or Ordering Source:

Ron Fritchey, Coordinator
University of Georgia
403 Tucker Hall
Athens, Georgia 30601

Original Developer:

EPDA Institute participants

Funding Source: EPDA and Georgia State Department of Education, Division of Vocational Education

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COMMENTS: The section on "Communications" is one of four contained in the manual and can be used as a mini-course. The same group has published similar guides in home economics, agriculture (ornamental horticulture), and business and distribution. The developers' objectives were to allow students to research and experience jobs within these areas; therefore, both cognitive and psychomotor activities are presented. After the fundamentals are learned, a wide variety of simulated learning experiences are offered. The activities appear interesting and appropriate for this age group.

Title: CAREER DEVELOPMENT CURRICULUM GUIDES: COMMUNICATION AND MEDIA

Subject/Discipline Area: All school subjects Date: 1972

Author, if specified: Number of Pages: 199

Grade Level: 5__ 6__ 7 X 8__ 9__ 10__ 11__ 12__ Jr. High___ Sr. High___

Career Education Phase: Orientation Counselor Use__ Student Use__ Teacher UseX

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?		X	
3. Are teaching strategies specified?			X
4. Are learning experiences specified?	X		
5. Are learning resources specified?	X		
6. Are evaluation procedures specified?			X

Examples of Unit Titles: Advertising, Radio and TV, Library and Periodicals

Type of Material: printed manual

Validation Method: Teacher use and revision. Curriculum committee review.

Availability: Cost $22 for guides covering all school subjects; or $2 per unit

Contact Person and/or Ordering Source:

Bessie D. Etheridge, Director
Browne Junior High School
24th and Benning Road, N.E.
Washington, D. C. 20002

Original Developer:

Public Schools of the District of Columbia and The Metropolitan Educational Council for Staff Development

Funding Source: Vocational Education Amendments of 1968 - Part D

COMMENTS: The Career Development Curriculum Guides for grades 7 and 8 consist of three volumes with Communications and Media as a separate unit within them. Each unit is organized according to sections corresponding to existing school subjects. This project shows in-depth coverage of career clusters with especially good activities which include cognitive and affective experiences. Role-playing, field trips and resource people are emphasized; related school subjects and career skills are mentioned. Evaluation procedures are omitted, but an accompanying implementation manual suggests they be based on unit objectives.

Media Specialist: Infuses information about film, photography, radio and TV into traditional non-arts classes. Activities and materials are interesting and innovative.

Humanities Specialist: Career information is not the major focus of each unit (i.e., the aim of the advertising and journalism unit is to make students aware of how media influences them); therefore, the occupational information is not very complete or accurate. Also, the list of "Career Opportunities" at the beginning of each unit is very limited.

Title: CAREER EDUCATION. CLUSTER: BUSINESS. SUB-CLUSTER: TV PRODUCTION

Subject/Discipline Area: Media Date: 1973

Author, if specified: Layton Jones Number of Pages: 28

Grade Level: 5__ 6__ 7__ 8__ 9__ 10__ 11__ 12__ Jr. High___ Sr. High X

Career Education Phase: Preparation Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?		X	
3. Are teaching strategies specified?		X	
4. Are learning experiences specified?	X		
5. Are learning resources specified?	X		
6. Are evaluation procedures specified?	X		

Examples of Unit Titles: Cablecast Television Distribution Systems; Television Production Nomenclature; Microphone, Sound Effect and Music Input

Type of Material: microfiche Validation Method: None

Availability: ID # 004 237 (not ERIC)

Contact Person and/or Ordering Source:

Educational Resources Center
San Mateo County Schools
333 Main Street
Redwood City, California 94063

Original Developer:

Oceana High School
Pacifica, California

Funding Source: San Mateo County Public Schools

COMMENTS: Although this curriculum was not planned to be used as preparation material, it delves deeply enough into actual practice with television equipment that it is more than exploratory. The unit progresses from an introductory understanding of terminology and equipment to an in-depth simulation. The unit is predicated on two bases: 1) the teacher will be very knowledgeable in television production and 2) that special television and/or cable television equipment will be available. The objectives are especially complete and there is a good variety of techniques used in the activities. A good deal of technical skill is developed in this unit as production occupations are the major focus of the career information.

Title: CAREER EDUCATION. CLUSTER: COMMUNICATIONS. SUB-CLUSTER: NEWSPAPER AND TV

Subject/Discipline Area: Language Arts **Date:** 1973

Author, if specified: Edward E. Jex **Number of Pages:** 29

Grade Level: 5__ 6__ 7__ 8__ 9 X 10__ 11__ 12__ Jr. High___ Sr. High___

Career Education Phase: Orientation Counselor Use__ Student Use X Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?		X	
3. Are teaching strategies specified?	X		
4. Are learning experiences specified?	X		
5. Are learning resources specified?	X		
6. Are evaluation procedures specified?	X		

Examples of Unit Titles:

Type of Material: microfiche **Validation Method:** None

Availability: ID # 004 315 (not ERIC)

Contact Person and/or Ordering Source:

Educational Resources Center
San Mateo County
333 Main Street
Redwood City, California 94063

Original Developer:

Parkway Junior High School
San Francisco, California

Funding Source: San Mateo County Public Schools

COMMENTS: Although the six basic components of complete curriculum writing are in evidence, this curriculum could be stronger. There is an over-emphasis on cognitive activities such as listing and classifying. A hidden agenda of training students to improve their research skills seems pre-eminent; therefore, very little attention is given to the areas of newspaper and television career information. Other than field trips, the activities would leave the learner with a superficial understanding of both general and specific career planning.

Humanities Specialist: The emphasis is on locating occupational information, rather than on finding out about specific occupations.

Title: EXPLORING CAREERS IN RADIO AND TV PROGRAM PRODUCTION

Subject/Discipline Area: Language Arts Date: 1972

Author, if specified: Linda Jolley Number of Pages: 51

Grade Level: 5__ 6__ 7__ 8__ 9 X 10 X 11__ 12__ Jr. High___ Sr. High___

Career Education Phase: Exploration Counselor Use X Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?	X		
3. Are teaching strategies specified?		X	
4. Are learning experiences specified?	X		
5. Are learning resources specified?	X		
6. Are evaluation procedures specified?		X	

Examples of Unit Titles: Objectives, Activities and Resources, General Objectives for Producing a Radio Show Simulation, Producing a TV Show Simulation

Type of Material: Printed manual

Validation Method: In process of being field-tested

Availability: Cost $1.

Contact Person and/or Ordering Source:

Charles Conover
Purchasing Department
2315 Iowa Street
Cincinnati, Ohio 45206

Original Developer:

Cincinnati Public Schools
Cincinnati, Ohio

Funding Source: Ohio State Department of Education

COMMENTS: Any interested class could use this material developed by an English teacher for a 1/4 year course. This is the working copy which was used in field testing. Basically, this is a step-by-step activity guide to preparing and producing radio and television show simulations. The first section concerns the choosing of jobs and is good in that it develops the process of decision-making in the students. Once the job areas have been established, activities are related to the kind of work to be done. Cooperation is emphasized. Actual rules and criteria from the professional world are used to give a flavor of authenticity. Introductory remarks and many appendices are helpful in giving job descriptions, time-tables, a glossary and evaluation forms as well as more information of interest.

Media Specialist: This guide pre-supposes an interested and enthusiastic class, especially in terms of the activities suggested. Objectives and resources given are good.

Title: LAFAYETTE PARISH CAREER EDUCATION CURRICULUM GUIDE: HIGH SCHOOL SPEECH

Subject/Discipline Area: Speech **Date:** 1973

Author, if specified: **Number of Pages:** 30

Grade Level: 5__ 6__ 7__ 8__ 9__ 10__ 11__ 12__ Jr. High___ Sr. High X__

Career Education Phase: Orientation/ Exploration Counselor Use__ Student Use__ Teacher Use X__

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?		X	
3. Are teaching strategies specified?		X	
4. Are learning experiences specified?	X		
5. Are learning resources specified?	X		
6. Are evaluation procedures specified?		X	

Examples of Unit Titles: Television Station Operator, Some Major Industries and Their Occupations, Influence of Occupation on Roles

Type of Material: printed manual **Validation Method:** Field Test

Availability: Free on a limited basis while supply lasts

Contact Person and/or Ordering Source:

J. Harold Hollier, Coordinator
Career Education
Lafayette Parish School Board
Drawer 2158, Lafayette, La. 70501

Original Developer:

Lafayette Parish Public Schools
Lafayette, Louisiana

Funding Source: Vocational Education Amendments of 1968 - Part C

COMMENTS: Introductory statements provide a solid background concerning the development of this career education program. Concepts and subconcepts are stated and they are thoughtfully conceived and less biased than many others reviewed. Only three units are included. The first concerns simulating the operation of a television station; the directions are too sparse to accomplish the simulation without the use of other material. The drama unit is very simplistic in that it equates jobs with certain characteristics and proceeds to teach characterization. These units are not as valuable as others in this series from Lafayette Parish, yet the activities, job titles, vocabulary and related academic experiences are worthwhile.

Media Specialist: This would be an interesting supplement for a media course which wanted to infuse some notions of career education into the regular curriculum. The unit is not over-abundant in substance and evaluation procedures are weak.

Title: PLANNED LEARNING ACTIVITIES FOR CAREER EXPLORATION (PLACE) FOR INDUSTRIAL ARTS EDUCATION IN THE MIDDLE/JUNIOR HIGH SCHOOL

Subject/Discipline Area: Communications

Date: 1974

Author, if specified: Ronald Fritchley

Number of Pages: 67

Grade Level: 5__ 6__ 7__ 8 X 9__ 10__ 11__ 12__ Jr. High___ Sr. High___

Career Education Phase: Exploration Counselor Use__ Student Use x Teacher Use x

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X	___	___
2. Is the content specified?	X	___	___
3. Are teaching strategies specified?	X	___	___
4. Are learning experiences specified?	X	___	___
5. Are learning resources specified?	X	___	___
6. Are evaluation procedures specified?	X	___	___

Examples of Unit Titles: Announcer, Broadcast Technicians, Technical Writers

Type of Material: Printed manual

Validation Method: Third-party evaluation team

Availability: Limited supply of draft copies

Contact Person and/or Ordering Source:

Paul Scott, Director
Research & Coordination Unit
Georgia Department of Education
250 State Office Building
Atlanta, Georgia 30334

Original Developer:

University of Georgia
College of Education
Division of Vocational Education

Funding Source:
Georgia Department of Education
Division of Program and Staff Development

COMMENTS: The absence of content in the earlier Curriculum Guide for a Career Exploration Program in the Middle/Junior High Schools of Georgia is offset by this draft copy. Each job has a teacher's guide and student package for independent work. The learning resources and experiences are varied with hands-on activities when appropriate. Room for directed affective comments are provided in each package as are "self-check" quizzes.

This is a thoughtful and useful curriculum for those planning to incorporate career education information and activities within the boundaries of communications careers.

Title: MASS MEDIA: A STUDY OF RADIO AND TV

Subject/Discipline Area: Language Arts **Date:**

Author, if specified: **Number of Pages:** 52

Grade Level: 5__ 6__ 7__ 8 X 9__ 10__ 11__ 12__ Jr. High___ Sr. High___

Career Education Phase: Exploration Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?	X		
3. Are teaching strategies specified?	X		
4. Are learning experiences specified?	X		
5. Are learning resources specified?		X	
6. Are evaluation procedures specified?	X		

Examples of Unit Titles: Media - Sense Involvement, Television, Creative Projects

Type of Material: microfiche **Validation Method:** Classroom Use

Availability: ERIC # ED 067 490, VT 015 313

Contact Person and/or Ordering Source:
ERIC Document Reproduction Services
P.O. Box 190
Arlington, Virginia 22210

Original Developer:
Jefferson County School District
Lakewood, Colorado

Funding Source: National Institute of Education

COMMENTS: This four to five week unit is structured according to 1) informational lesson plans, 2) application exercises and 3) independent projects. The activities involve the students in both cognitive and affective participation and there is a wide choice among them.

All student materials are included in the appendices as are sample transparencies, tests and feedback sheets to be used for continuing course revision. Adding the names of publishing companies would have made the specified learning resources more useful.

COMMERCIALLY PUBLISHED MATERIALS FOR MEDIA	Grade Level	Career Ed. Stage	Text	Teacher's Manual	Student Workbook	Objectives	Teaching Strategies	Learning Experiences	Learning Resources	Evaluation Procedures
Behind the Camera. William Kuhns, and Thomas F. Giardino. Dayton, Ohio: Pflaum/Standard, 1970.	H	P	Y	N	N	Y	S	Y	Y	N
Electric Humanities, The. Don Allen. Dayton, Ohio: Pflaum Publishers, 1971.	H	E	Y	N	N	Y	Y	N	Y	N
Electric Journalist, The: An Introduction to Video. Chuck Anderson. New York: Praeger Publishers, 1973.	H	E	Y	N	N	Y	S	Y	Y	N
Exploring Television. William Kuhns. Chicago: Loyola University Press, 1971.	H	E	N	Y	Y	Y	Y	Y	Y	N
Film and Television Make-up. Herman Buckman. New York: Watson-Guptill Publications, 1973.	A	P	Y	N	N	Y	N	S	Y	N

CODE Grade Level: J = Junior High; H = High School; A = Advanced Secondary
Career Ed. Phase: E = Exploration; P = Preparation
Other Annotation: Y = Yes; S = Somewhat; N = None

	Grade Level	Career Ed. Stage	Text	Teacher's Manual	Student Workbook	Objectives	Teaching Strategies	Learning Experiences	Learning Resources	Evaluation Procedures
Making Contact: (6 Volumes) A Time to Speak. Howard Stein. Nonverbal Communication. Louis Forsdale. Movies: Conversations with Peter Bogdanovich. Paul McCluskey. Electric Media. Les Brown and Sema Marks. Visual Persuasion. Stuart Bay and William Thorn. Print Media. Robert Trager. New York: Harcourt, Brace, Jovanovich, 1974.	H	E	Y	N	N	Y	N	Y	Y	N
Mass Media. Ann Christine Heintz, M. Lawrence Reuter, and Elizabeth Conley. Chicago: Loyola University Press, 1972.	H	E	N	Y	Y	Y	Y	Y	Y	N
Movie Making. David Coynik. Chicago: Loyola University Press, 1974.	H	E	N	Y	Y	Y	Y	Y	Y	N

CODE Grade Level: J = Junior High; H = High School; A = Advanced Secondary
Career Ed. Phase: E = Exploration; P = Preparation
Other Annotation: Y = Yes; S = Somewhat; N = None

	Grade Level	Career Ed. Stage	Text	Teacher's Manual	Student Workbook	Objectives	Teaching Strategies	Learning Experiences	Learning Resources	Evaluation Procedures
Persuasion. Ann Christine Heintz. Chicago: Loyola University Press, 1970.	H	E	N	Y	Y	Y	Y	Y	Y	N
Radio, Television, and Film in the Secondary School. Michigan Speech Association Curriculum Guide Series. Skokie, Illinois: National Textbook, 1974.	H	E	N	Y	N	Y	S	Y	Y	N
Television Program, The: Its Direction and Production. Edward Stasheff and Rudy Bretz. New York: Hill and Wang, 1968.	A	P	Y	N	N	S	N	N	Y	N
World of Communications, The: Visual Media. A. Dean Hauenstein and Stephen A. Bachmeyer. Bloomington, Illinois: McKnight & McKnight, 1974.	H	E	Y	Y	Y	Y	Y	Y	Y	Y

CODE Grade Level: J = Junior High; H = High School; A = Advanced Secondary
Career Ed. Phase: E = Exploration; P = Preparation
Other Annotation: Y = Yes; S = Somewhat; N = None

COMMERCIALLY PUBLISHED MATERIALS (UNAVAILABLE FOR REVIEW)

Com - Education Mass Media. Ann Heintz. Chicago: Loyola University Press, 1972. (Teacher manual and worktext)*.

Doing the Media - A Portfolio of Activities and Resources. New York: The Center for Understanding Media.

Exploring the Film. William Kuhns and Robert Stanley. Dayton, Ohio: Pflaum. (Teacher manual and film study text).

Film and Video Lab. Peoria, Illinois: Bennett Books.

Filmmaking Techniques Series. Hollywood: Aims Instructional Media Services, Inc. (Films).

Films Deliver: Teaching Creatively with Films. Anthony Schillaci and John M. Culkin. New York: Citation Press (Scholastic Book Services), 1970.

Guide for Film Teachers to Filmmaking by Teenagers, A. New York: New York Administration of Parks, 1968.

Handbook of Basic Motion Picture Techniques. Emil E. Brodbeck. New York: Amphoto, 1974 (revised).

Making it Move. John Trojanski and Louis Rockwood. Dayton, Ohio: Pflaum, 1973. (16mm film and teacher manual).

Media Works, The. Joan Valdes and Jeanne Crow. Dayton, Ohio: Pflaum, 1973. (Student logbook and teacher manual).

Motion Picture Production Handbook. Arden Rynew. Dayton, Ohio: Pflaum. (Teacher Edition, includes handbook).

Moviemaking Illustrated: The Comicbook Filmbook. Murray Suid and James Morrow. New York: Hayden Book Company, 1973.

Primer for Film-Making, A. Kenneth H. Roberts and Win Sharples, Jr. Indianapolis: Bobbs-Merrill Company, Inc., 1971.

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*Notes in parentheses refer to supplementary materials which correlate with main title. Also, if other than printed materials, it is noted.

Programmed Photography: A Learning Course. John Keshishoglou. New York: Amphoto.

Seeing With Feeling: Film in the Classroom. Richard B. Lacey. Philadelphia: W.B. Saunders Company, 1972.

Teaching Film Animation. Yvonne Anderson. New York: Van Nostrand Reinhold Company, 1970.

Television and Radio. Gerald Chester. New York: Appleton Century Crofts, 1971.

Television and Radio Announcing. Wallace Hyde Stuart. Boston: Houghton Mifflin Book Company, 1971.

Television Commercials: How to Create Successful TV Advertising. Charles Anthony Wainwright. New York: Hastings House, 1970.

Television News Writing, Editing, Filming, Broadcasting. Irving E. Fang. New York: Hastings House, 1968.

World of Communications - Audio Visual Media. Bloomington, Illinois: McKnight and McKnight, 1975. (Textbook, teacher guide, activity manual).

LEARNING RESOURCES OF MEDIA CAREERS AND MISCELLANEOUS INFORMATION

Communications and Media Careers:

Career Awareness: Mass Media. Hollywood, California: AIMS Instructional Media Services, Inc. (Film).

Careers in Communications and Media. Washington, D.C.: National Career Information Center, American Personnel and Guidance Association/ National Vocational Guidance Association, 1972.

Careers in Speech Communication. New York: Speech Communication Association, 1967.

Jobs in Communications and Media. Chicago: Science Research Associates, Inc., 1974.

Jobs in Instructional Media Study. Final Report. Anna Hyer. ERIC #ED 062 563.

Popeye and Communications and Media Careers. Joe Gill. New York: King Features Syndicate, 1973. (Comicbook).

Film Careers:

Behind the Scenes in a Film Studio. Elizabeth B. Grey. New York: Roy Publishers, Inc.

Careers for You. Scarsdale, New York: Society of Motion Picture and Television Engineers.

Careers in Filmmaking. Stamford, Connecticut: Educational Dimensions Corporation.

Hollywood Speaks: An Oral History. Mike Steen. New York: G.P. Putnam Sons, 1974.

Movies as Medium. Lewis Jacogs, ed. New York: Farrar, Straus, Giroux. (Film)

People Who Make Movies. Theodore Taylor. Garden City, New York: Doubleday, 1964.

Stage Craft Careers/Filmmaking Careers. Stamford, Connecticut: Educational Dimensions Corporation. (Film)

Student's Guide to Careers in Motion Picture Production, A. Rochester, New York: Eastman Kodak Company, 1970.

Worlds Within Worlds. Rochester, New York: Eastman Kodak Company, 1970. (Filmstrip)

Your Career in Film Making. George N. Gordon and Irving A. Falk. New York: Julian Messner, 1969.

Miscellaneous Film Resources:

A - Z of Movie Making. Wolf Peter Rilla. New York: Viking Press, 1970.

American Film Institute Guide to College Courses in Film and Television, The. Michele Herling, ed. Washington, D.C.: Acropolis Books, Ltd., 1973.

Cooperative Education at Kodak. Rochester, New York: Eastman Kodak Company.

Film and the Director: A Handbook and Guide to Film Direction. Don Livingston. New York: Putnam-Coward, 1970.

Film Schools List. Des Plaines, Illinois: Professional Photographers of America, Inc.

Film Study in Higher Education. David C. Stewart. Washington, D.C.: American Council on Education, 1966.

How to Draw and Sell Cartoons. Dave Bregen. New York: Putnam-Coward, 1966.

How You Can Appear in T.V. Commercials. Ron Millkie and Ray Carlson. New York: Pilot Books, 1973.

Survey of Motion Picture, Still Photography and Graphic Arts Instruction, A. Rochester, New York: Eastman Kodak Company, 1971.

Your Book of Film Making. Christopher Priest. Levittown, New York: Transatlantic Arts, 1974.

Radio and Television Careers:

Broadcast News Career. Chicago: Sigma Delta Chi, 1969.

Careers in Radio. Washington, D.C.: National Association of Broadcasters, 1974.

Careers in Television. Stamford, Connecticut: Educational Dimensions Corporation (Filmstrip)

Careers in Television. Washington, D.C.: National Association of Broadcasters.

Getting Into Broadcast Journalism: A Guide to Careers in Radio and Television. Gregory Jackson. New York: Hawthorn Books, Inc., 1974.

Is a Career in Radio or TV for You? Hollywood, California: AIMS Instructional Media Services. (Film).

Is a Career in Radio or Television for You? Philadelphia: CFI. (Film).

Job Opportunities in Television. New York: National Broadcasting Company.

Looking Forward to a Career in Radio and TV. Belli Haeberte. Minneapolis: Dillon Press, 1970.

Prepare for a Career in Radio and TV Announcing. Bob and Marquita McGonagle. New York: Lothrop, Lee and Shepard.

So You Want to Be a Sportscaster. Ken Coleman. New York: Hawthorne Books, 1973.

TV Producer-Director. New York: ACI Films, 1974. (Film).

What Can She Be? A Newscaster. Gloria and Esther Goldreich. New York: Lothrop, Lee and Shepard, 1973.

Your Future in Broadcasting. John R. Rider. New York: Richards Rosen Press, 1971.

Your Future in Television. J. Noel Deutscher. New York: Richards Rosen Press, 1969.

You're on the Air. Chicago: Children's Press, Inc., 1969.

Miscellaneous Radio and Television Resources:

Window on the World: The Story of Television Production. Charles I. Coombs. New York: World Publishing Company, 1965.

World Radio and Television Handbook: 1974. New York: Watson-Guptill.

MUSIC CURRICULUM FROM EDUCATIONAL AGENCIES

Title: CAREER EDUCATION CURRICULUM GUIDE: MUSIC

Subject/Discipline Area: Music Date: post-1971

Author, if specified: Jim Hart Number of Pages: 16

Grade Level: 5__ 6__ 7X 8X 9__ 10__ 11__ 12__ Jr. High___ Sr. High___

Career Education Phase: Orientation Counselor Use__ Student Use__ Teacher UseX__

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?			X
2. Is the content specified?		X	
3. Are teaching strategies specified?		X	
4. Are learning experiences specified?	X		
5. Are learning resources specified?	X		
6. Are evaluation procedures specified?			X

Examples of Unit Titles: Performing Musicians, Related Careers, Public Service and Music

Type of Material: printed manual Validation Method: None

Availability: Limited supply of sample copies

Contact Person and/or Ordering Source:

Clayton D. Carlson, Director
South Dakota Career Education Program
435 Tenth Ave., N.W.
Watertown, South Dakota 57201

Original Developer:

South Dakota Career Education Program
Watertown, South Dakota

Funding Source: Vocational Education Amendments of 1968 - Part D

COMMENTS: Learning experiences constitute the main body of this informal guide. The author provides them as "examples" and "suggestions." Although numerous activities are mentioned under the six areas of music, the main emphasis is on using resource people. There is a large constellation of music and music-related careers (with D.O.T. numbers in the appendix) plus other useful information, but many of the entries are out of date.

Music Specialist: Good activities suggested; can be adapted to any grade level.

Title: CAREER ORIENTATION IN MUSIC

Subject/Discipline Area: Music **Date:** 1973

Author, if specified: William H. Harvey **Number of Pages:** 35

Grade Level: 5__ 6__ 7 X 8 X 9__ 10__ 11__ 12__ Jr. High___ Sr. High___

Career Education Phase: Orientation Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components: Orientation	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?		X	
3. Are teaching strategies specified?			X
4. Are learning experiences specified?	X		
5. Are learning resources specified?	X		
6. Are evaluation procedures specified?			X

Examples of Unit Titles: Church Music, Instrumental Repair, Manager and Concert Agent

Type of Material: printed manual **Validation Method:** Classroom Use

Availability: Cost $1.

Contact Person and/or Ordering Source:

Charles Conover, Purchasing Dept.
Board of Education
2315 Iowa Avenue
Cincinnati, Ohio 45206

Original Developer:

Cincinnati Public Schools
Cincinnati, Ohio

Funding Source: Ohio State Department of Education

COMMENTS: This teacher's aid is part of a series developed by the Cincinnati Public Schools for use in academic subjects in grades 7 and 8. Activities are the major thrust of this curriculum and they are meant to be infused into a music course at appropriate times. Each career area is developed according to one or more subject areas (e.g., self, world of work, or education and training). A wide spectrum of music careers is represented. There is a heavy reliance on field trips, professional visitors, book research and classifying. There are many activities which will spark the interest of teachers developing career education in music.

Music Specialist: This is basically good. However, activities suggested are rather unimaginative and some are prohibitively expensive and very difficult to arrange. Some units could work well for performing groups, some for classes.

Title: CREATIVE MUSIC IN SENIOR HIGH

Subject/Discipline Area: Music **Date:** 1974

Author, if specified: **Number of Pages:**

Grade Level: 5__ 6__ 7__ 8__ 9__ 10__ 11__ 12__ Jr. High___ Sr. High_X_

Career Education Phase: Exploration Counselor Use__ Student Use__ Teacher Use_X_

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X	___	___
2. Is the content specified?	___	X	___
3. Are teaching strategies specified?	___	___	___
4. Are learning experiences specified?	X	___	___
5. Are learning resources specified?	X	___	___
6. Are evaluation procedures specified?	___	X	___

Examples of Unit Titles: Exploring the Sounds Around Us, Melodic Approaches to Composition, Movement and Music

Type of Material: printed manual **Validation Method:** Unknown

Availability: Unknown

Contact Person and/or Ordering Source:

Sidney Suddendorf
Chairman, the Arts
Rochester Public Schools
Rochester, Minnesota 55901

Original Developer:

Rochester Public Schools
Rochester, Minnesota

Funding Source:
Rochester Public Schools

COMMENTS: Listening to and using all musical sounds is the theme of this curriculum guide; the vocabulary may be too advanced for the secondary level and a student would need at least one preliminary course. Various aspects of music are covered in an interesting and original manner. Objectives are well-written and are often activities and evaluations in themselves. Many of the activities rely on the texts and therefore, much of this material cannot function alone. An excellent group of learning resources is included.

Music Specialist: Although this is the most exciting piece I have yet seen, the sequence and scope are completely out of balance. The first few units (1-8) could be the beginning of an introductory course calling for no prerequisites or special skills. However, 9-15 call for an almost consummate mastery of musical notation, most of which is either taught after it is needed or not at all. The basic approach is an excellent and successful format, but so much free improvisation is introduced into this course that it could become finger painting with sound, with teacher and students hopelessly lost with no means of evaluating anything. The activities could be great in the hands of a creative teacher with some really uninhibited kids.

Title: ECONOMICS AND THE PATRONAGE OF MUSIC

Subject/Discipline Area: Music **Date:** 1973

Author, if specified: George Zimmerman **Number of Pages:** 35

Grade Level: 5__ 6__ 7__ 8__ 9__ 10__ 11__ 12__ Jr. High X Sr. High X

Career Education Phase: Exploration Counselor Use__ Student Use X Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?		X	
3. Are teaching strategies specified?			X
4. Are learning experiences specified?	X		
5. Are learning resources specified?			X
6. Are evaluation procedures specified?			X

Examples of Unit Titles: Vital Life, Heritage, Music and Mass Media

Type of Material: printed manual **Validation Method:** Classroom Use

Availability: Free, but limited supply

Contact Person and/or Ordering Source:

George H. Zimmerman
Supervisor of Music
348 West First Street
Dayton, Ohio 45402

Original Developer:

Dayton Public Schools
Dayton, Ohio

Funding Source: Dayton Public Schools Music Department

COMMENTS: This "working draft" is actually a collection of information about the career aspects of music. The focus is on the role of music in the family, community, and world. The curriculum section has many more objectives than are achieved through the activities, but they are helpful as guidelines for future experiences. The appendices are particularly interesting, (e.g., suggestions for getting music published from the National Music Publishers Association, "What Does the Price of your Ticket Include?").

Music Specialist: Some of the activities may be too simple for high schoolers, but many are useful at various levels. Fascinating materials are included on the strike and subsequent settlement by union musicians in the Cincinnati Symphony. Even though this is a working document, it is extremely useful because it brings it all down to the economics of music and making a living in music - really very good.

Title: EXPLORING CAREERS IN MUSIC

Subject/Discipline Area: Music

Date: 1973

Author, if specified:

Number of Pages: 67

Grade Level: 5__ 6__ 7__ 8__ 9X 10X 11__ 12__ Jr. High___ Sr. High___

Career Education Phase: Exploration Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?	X		
3. Are teaching strategies specified?		X	
4. Are learning experiences specified?	X		
5. Are learning resources specified?	X		
6. Are evaluation procedures specified?			X

Examples of Unit Titles: Course Strategy, Career Exploration Activities, Appendix

Type of Material: printed manual

Validation Method: Unknown

Availability: Cost $1.30

Contact Person and/or Ordering Source:

Charles Conover, Purchasing Dept.
Board of Education
2315 Iowa Street
Cincinnati, Ohio 45202

Original Developer:

Cincinnati Public Schools
Cincinnati, Ohio

Funding Source: Ohio State Department of Education

COMMENTS: This working copy is one of a series developed by the Cincinnati Public Schools to incorporate career education into the curriculum. It has a suggested time-table of 45 days and is structured according to the kinds of music careers found in the general population. Objectives, activities, and resources are based on each area which is described according to the Dictionary of Occupational Titles. Although this is helpful, there is often too much reliance on using the D.O.T. which is not appropriate for 9th and 10th grade interests. Activities involve a great deal of research and interviewing and would have been improved by more experiential learning. Evaluation consists of a career maturity inventory which has no relationship to the material presented in the guide.

Music Specialist: This material assumes some knowledge of theory, notational skill and sight-singing ability. Most of the activities presented are simplified versions of what the professional musician does, which gives the student a chance to "try it on for size." The resources, lesson plan, and content for the electronic music section are good. With modifications this could be a good course for music majors at the 11th or 12th grade level, since they could handle the activities more successfully than younger students.

Title: INSTRUMENTAL MUSIC CURRICULUM GUIDE

Subject/Discipline Area: Music **Date:** 1973

Author, if specified: **Number of Pages:** 129

Grade Level: 5 X 6 X 7 __ 8 __ 9 __ 10 __ 11 __ 12 __ Jr. High X Sr. High X

Career Education Phase: Awareness Orientation Counselor Use __ Student Use __ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?	X		
3. Are teaching strategies specified?		X	
4. Are learning experiences specified?	X		
5. Are learning resources specified?		X	
6. Are evaluation procedures specified?			X

Examples of Unit Titles: Band, Guitar, Strings

Type of Material: printed manual

Availability: Free, on a limited basis

Validation Method: Questionnaire for revision sent to all music teachers in state

Contact Person and/or Ordering Source:

Nolan J. Sahuc
State Supervisor, Music
P.O. Box 44064
Baton Rouge, Louisiana 70804

Original Developer:

Louisiana State Department of Education
Baton Rouge, Louisiana

Funding Source: Louisiana State Department of Education

COMMENTS: This working copy was planned to incorporate career education concepts into instrumental music courses. Each course has separate non-integrated lists of curriculum concepts and objectives, career concepts and objectives, and activities. Career-oriented activities are starred, but they are few and not related to music. The careers section is a copy of the Music Educators' National Conference brochure. There are suggestions for implementation and a lengthy bibliography; the suggested materials relate to skill development, not careers.

Music Specialist: It is very difficult to see much relationship here between the curriculum concepts and objectives and the career concepts and objectives. Career concepts are infused but not integrated with the subject matter. Career-oriented activities and objectives do not develop the concepts. The career objectives, however, are not limited to music careers, but try to involve all careers. The authors wish to reach band members who are avocationally interested in music as well as potential professional musicians; this is a good idea.

Title: MUSIC AND THE ELECTRONIC MEDIUM

Subject/Discipline Area: Music

Date: No date

Author, if specified:

Number of Pages: 73

Grade Level: 5__ 6__ 7__ 8__ 9__ 10__ 11__ 12__ Jr. High___ Sr. High X

Career Education Phase: Exploration Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X	___	___
2. Is the content specified?	X	___	___
3. Are teaching strategies specified?	___	X	___
4. Are learning experiences specified?	___	X	___
5. Are learning resources specified?	X	___	___
6. Are evaluation procedures specified?	X	___	___

Examples of Unit Titles: High Fidelity Components and Record Collecting, Electronic Music (The Basis of Electronic Music, The Use of Electronic Means in Musical Composition and Performance)

Type of Material: Printed manual

Validation Method: Field Test

Availability: Cost $.50

Contact Person and/or Ordering Source:

The University of the State of New York
Publications Distribution Unit
State Education Department
Albany, New York 12224

Original Developer:

University of the State of New York
State Education Department
Albany, New York

Funding Source: New York State Department of Education

COMMENTS: Although developed primarily by college professors, this course guide is to be used at the high school level by any students interested in the subject matter. It does not require extensive knowledge of music. In general it provides content and a structure for a course emphasizing the first section "High Fidelity Components and Record Collecting." The section on "Electronic Music" is an overview and can be interspersed, at the discretion of individual teachers, during the first section. Activities are specifically omitted, except for a few general suggestions. The major teaching method combines laboratory work (making a commercially published electronics kit is recommended),discussion, and listening.

Music Specialist: A provocative and stimulating section on electronic music. Part I, while good, is somewhat heavy with mathematical formulae. In the hands of an imaginative and resourceful teacher, this could be a successful curriculum guide. Both parts assume a solid background in electronic music techniques and hi-fi components on the part of the instructor.

Title: MUSIC IN CAREERS

Subject/Discipline Area: Music **Date:** 1973

Author, if specified: **Number of Pages:** 82

Grade Level: 5__ 6__ 7X 8X 9X 10X 11X 12X Jr. High___ Sr. High___

Career Education Phase: Exploration Counselor Use__ Student Use__ Teacher UseX

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?			X
2. Is the content specified?	X		
3. Are teaching strategies specified?			X
4. Are learning experiences specified?	X		
5. Are learning resources specified?	X		
6. Are evaluation procedures specified?		X	

Examples of Unit Titles: Instrument Repair, Music Education, Music-Related Work

Type of Material: Printed units **Validation Method:** Unknown

Availability: Limited supply of draft copies; will be published in 1975

Contact Person and/or Ordering Source:

David E. Price, Music Coordinator
State Department of Education
638 Capitol Square Building
St. Paul, Minnesota 55101

Original Developer:

Minnesota State Department of Education
St. Paul, Minnesota 55101

Funding Source: Minnesota State Department of Education

COMMENTS: An extensive and organized list of kinds of jobs within the music world begins this tentative curriculum guide. Although no objectives are stated it can be assumed from the materials that it will broaden the understanding of students about music careers as well as deepen their knowledge about specific phases within them. Most of the content was the result of talking with practicing professionals which makes it especially valid. The interesting nature of the activities which relies on student participation, is noteworthy. The pre/post test is not well coordinated with the content and activities.

Music Specialist: This is a very good and well thought-out unit. Interesting activities which are in unusual forms. It is useful because it goes outside the cluster into other spheres where musical abilities are useful.

Title: MUSIC MAJOR: CURRICULUM GUIDE FOR MUSIC MAJOR COURSE

Subject/Discipline Area: Music

Date: 1971

Author, if specified:

Number of Pages: 92

Grade Level: 5__ 6__ 7__ 8__ 9__ 10 X 11 X 12 X Jr. High___ Sr. High___

Career Education Phase: Exploration Preparation Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?			X
3. Are teaching strategies specified?		X	
4. Are learning experiences specified?		X	
5. Are learning resources specified?	X		
6. Are evaluation procedures specified?			X

Examples of Unit Titles: Rhythm, Tetrachords and Scales, Compositional Techniques

Type of Material: printed manual

Validation Method: Field Test

Availability: Cost $2.00

Contact Person and/or Ordering Source:

Lorraine M. Sullivan, Asst. Supt.
Department of Curriculum
228 N. LaSalle Street
Chicago, Illinois 60601

Original Developer:

Chicago Board of Education
Chicago, Illinois

Funding Source: Chicago Public Schools

COMMENTS: In our search for curriculum throughout the country, this is the only one specifically geared to preparation for jobs in music which came to our attention. It is a two-year sequence which must be taken in conjunction with daily participation in a vocal or performing group. A general music course is the prerequisite. The first course, "Music and Man", is integrated with art, history, religio English, and science for a humanities approach. "Basic Musicianship" concentrates on "Aural and Notational" skills. The curriculum guide provides a very slim outline of the material to be covered. One advantage is its careful articulation of resources (page-by-page) with the expected outcomes. A partially annotated bibliography is excellent.

Music Specialist: "Music Major I" attempts to relate musical elements to other arts and discusses forces at work on art today. No activities are spelled out; a great deal is left to the individual teacher. It has a good fresh approach not relying (as so many are) on "lives of the great composers," or stylistic history. The elemental approach makes a good introductory course. "Music Major II" is more oriented toward development of ear and notational skills. The emphasis is on composition, four part writing, dictation, etc. A creative teacher will find the suggestions helpful.

Title: M.U.S.I.C. (MUSIC - UTILIZING STUDENTS INVESTIGATING CAREERS)

Subject/Discipline Area: Music **Date:** 1974

Author, if specified: Peggy Swafford **Number of Pages:** 22

Grade Level: 5__ 6__ 7 X 8 X 9 X 10__ 11__ 12__ Jr. High___ Sr. High___

Career Education Phase: Orientation Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?			X
2. Is the content specified?		X	
3. Are teaching strategies specified?			X
4. Are learning experiences specified?	X		
5. Are learning resources specified?	X		
6. Are evaluation procedures specified?			X

Examples of Unit Titles: Ways to Explore, Why Categories (of musical careers)

Type of Material: printed report **Validation Method:** Evaluation Committee

Availability: Unknown

Contact Person and/or Ordering Source:

Peggy Swafford
String Music Chairman
P.O. Box 200
Beaverton, Oregon 97005

Original Developer:

Beaverton School District #48
Beaverton, Oregon

Funding Source: Oregon State Department of Education

COMMENTS: Although this is not a curriculum guide in the formal sense, it is being included as it offers a variety of ideas for in-and out-of-class activities as well as a classification system of musical careers, with accompanying job descriptions in most cases.

This is a personal report and although aimed at the local community, it might stimulate others to see how they might make use of their community resources.

Title: TEACHING GUITAR

Subject/Discipline Area: Music

Date: No date

Author, if specified: S. Lee Pierce

Number of Pages: 18

Grade Level: 5__ 6__ 7__ 8__ 9__ 10__ 11__ 12__ Jr. High X Sr. High X

Career Education Phase: Exploration Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?	X		
3. Are teaching strategies specified?	X		
4. Are learning experiences specified?	X		
5. Are learning resources specified?	X		
6. Are evaluation procedures specified?			X

Examples of Unit Titles: Helping the Student to Select His Guitar, Guidelines for Individualized Instruction in Folk Guitar, A Model for a Course Outline

Type of Material: Printed manual

Validation Method: Unknown

Availability: Cost $.50

Contact Person and/or Ordering Source:

University of the State of New York
Publications Distribution Unit
State Education Department
Albany, New York 12224

Original Developer:

University of the State of New York
State Education Department
Bureau of Secondary Curriculum Development
Albany, New York

Funding Source: New York State Department of Education

COMMENTS: This course guide is part of a series intended to "stimulate the development of programs in music education." It is primarily for non-music majors who expect to learn beginning skills. The author recommends it to all teachers, even those who do not know how to play the guitar, as learning together may be stimulating to both. The focus here is on self-instruction by learning chords used in folk guitar. Skill objectives are outlined and large photographs are helpful additions. Lists of songs (available in widely-used guitar manuals) are correlated with the chords being learned. Although this guide does not purport to be anything more than an outline, it would need more knowledge on the part of the teacher to be used creatively.

Music Specialist: A good curriculum guide which could be used in conjunction with many of the standard self-instruction manuals on the market. Very helpful and wise suggestions about selecting guitars, using capos, using tape recorders, etc.

Title: TEACHING STRINGS

Subject/Discipline Area: Music

Date: 1971

Author, if specified: Howard L. Koch

Number of Pages: 49

Grade Level: 5__ 6__ 7__ 8__ 9__ 10__ 11__ 12__ Jr. High___ Sr. High___

Career Education Phase: Exploration Counselor Use__ Student Use__ Teacher UseX

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	___	X	___
2. Is the content specified?	X	___	___
3. Are teaching strategies specified?	X	___	___
4. Are learning experiences specified?	___	___	X
5. Are learning resources specified?	X	___	___
6. Are evaluation procedures specified?	___	X	___

Examples of Unit Titles: Selection, Care and Repair of the String Family; Teaching and Learning Resource Materials; Instructional Materials

Type of Material: Printed manual

Validation Method: Unknown

Availability: Cost $1.00

Contact Person and/or Ordering Source:

University of the State of New York
Publications Distribution Unit
State Education Department
Albany, New York 12224

Original Developer:

University of the State of New York
State Education Department
Bureau of Secondary Curriculum Development
Albany, New York

Funding Source: New York State Department of Education

COMMENTS: Teaching Strings is intended for use by instrumental music teachers without an extensive background in strings. It is a guide to be used in conjunction with more detailed method books which are specified in a major section of its own. The introduction provides a brief history of string instruments and their place in society today. Another seciton mentions necessary aptitudes and characteristics. Teaching units are divided according to beginning, intermediate and advanced levels of violin and viola, cello and bass. They list and explain skills to be developed at each stage and the extent of learning to be achieved. This narrative guide cannot stand alone as it must accompany other materials and it touches only briefly on most areas.

Music Specialist: This volume does what it intended to do: which consists of giving an overview of teaching-learning expectations for the instrumental generalist who must oversee a string program. The greatest strength is in the extensive list of teaching resources. One drawback is the lack of diagrams and illustrations. A potential danger is that this guide seems to instruct non-string players in how to teach strings. No book can do that.

Title: VOCAL AND GENERAL MUSIC 9-12

Subject/Discipline Area: Music **Date:** 1973

Author, if specified: **Number of Pages:** 121

Grade Level: 5__ 6__ 7__ 8__ 9 X 10 X 11 X 12 X Jr. High___ Sr. High___

Career Education Phase: Exploration Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?	X		
3. Are teaching strategies specified?			X
4. Are learning experiences specified?	X		
5. Are learning resources specified?		X	
6. Are evaluation procedures specified?			X

Examples of Unit Titles: Jazz, Careers in Music, Vocal Music Laboratory

Type of Material: printed manual

Validation Method: Questionnaire for revision sent to all music teachers in state.

Availability: Free, on a limited basis

Contact Person and/or Ordering Source:

Nolan J. Sahuc
State Supervisor of Music
P.O. Box 44064
Baton Rouge, Louisiana 70804

Original Developer:

Louisiana State Department of Educatio
Baton Rouge, Louisiana

Funding Source: Louisiana State Department of Education

COMMENTS: This working copy was planned to incorporate career education concepts into regular general music and vocal music courses. Each course has separate non-integrated lists of curriculum concepts and objectives and career concepts and objectives. Career-oriented activities are starred, but there are very few and they are of little value. The"Careers in Music"section is a xeroxed copy of the Music Educators National Conference brochure. Some of the most useful information are the very extensive lists of suggested choral music and recordings. Music publishers and a bibliography of non-career sources are included also.

Music Specialist: This is not a successful curriculum guide. Objectives read like activities. If objectives are to be taken seriously they are far too sophisticated for most high school students.

COMMERCIALLY PUBLISHED MATERIALS FOR MUSIC	Grade Level	Career Ed. Stage	Text	Teacher's Manual	Student Workbook	Objectives	Teaching Strategies	Learning Experiences	Learning Resources	Evaluation Procedures
Complete Course in Electronic Piano Tuning. Floyd A. Stevens. Chicago: Nelson-Hall Company, 1974.	H	P	Y	N	N	Y	S	Y	Y	N
Performing Music with Understanding; "Orange", "Green". Charles R. Hoffer, and Ronald K. Anderson. Belmont, California: Wadsworth Publishing, 1970.	H	E	Y	Y	N	Y	Y	Y	Y	Y
Violin: Six Lessons with Yehudi Menuhin. Yehudi Menuhin. New York: Viking, 1971.	H	P	Y	N	N	Y	S	Y	Y	N

CODE Grade Level: J = Junior High; H = High School; A = Advanced Secondary
Career Ed. Phase: E = Exploration; P = Preparation
Other Annotation: Y = Yes; S = Somewhat; N = None

COMMERCIALLY PUBLISHED MATERIALS (UNAVAILABLE FOR REVIEW)

Adventures in Music. Clay Draughon Howell. Skokie, Illinois: National Textbook Company, 1967.

Alfred's Basic Guitar Method, Vol. 1 - 6. Port Washington, New York: Alfred Music Company, Inc.

Art of Cello Playing, The. Louis Potter. Evanston, Illinois: Summy-Birchard Company, 1964.

Art of Music Copying: The Preparation of Music for Performance. Clinton Roemer. Sherman Oaks, California: Roerick Music Company, 1973.

Design for Understanding Music. A. Verne Wilson. Evanston, Illinois: Summy-Birchard Company, 1966.

Guitar in the Classroom. Timmerman and Griffith. Dubuque, Iowa: William C. Brown and Company.

High School Band Director's Handbook. Duvall. Englewood Cliffs, New Jersey: Prentice-Hall.

Improvising Jazz. Jerry Coker. Englewood Cliffs, New Jersey: Prentice-Hall, 1964.

Modern Method for Guitar, A. Volumes 1-111. William G. Leavitt. Boston: Berklee Press Publications.

Modern Music Notation. Laslo Boehm. New York: G. Schirmer, Inc.

Musical Structure and Design. Cedric Thorpe Davie. New York: Dover Publications, Inc., 1965.

Music Reading through Singing. Harry Wilson and Charles Walton. Belmont, California: Wadsworth Publishing Company, 1966.

Play and Create Pop and Rock. Win Stormen. New York: Arco Publishing Company, 1969.

Practice Band Instrument Repair Manual. Teide. Melville, New York: Belwin Mills Publishing Corporation.

Practical Lessons in Music Writing. Arthur C. Edwards. Melville, New York: Belwin Mills Publishing Corporation.

Secondary School Music. Wilson. Englewood Cliffs, New Jersey: Prentice-Hall.

String Bass, The. D.H. Stanton. Evanston, Illinois: Instrumentalist Company, 1965.

String Teacher's Handbook, The. Ted Hankle. New York: Carl Fischer, 1968.

Teaching of Action in String Playing, The. Paul Rolland. Bryn Mawr, Pennsylvania: Theodore Presser Company, 1970. (Films, charts and manuals)*.

Teaching String Instruments in Classes. E.A.H. Green. Englewood Cliffs, New Jersey: Prentice-Hall, 1966.

Technique of Orchestration. Kennan. Englewood Cliffs, New Jersey: Prentice-Hall.

*Notes in parentheses refer to supplementary materials which correlate with main title. Also, if other than printed material, it is noted.

LEARNING RESOURCES OF MUSIC CAREERS AND MISCELLANEOUS INFORMATION

Music Careers:

Be An Army Bandsman. Washington, D.C.: U.S. Government Printing Office.

Career in Music. New Haven, Connecticut: Keyboard Publishers. (Filmstrip).

Career in Music Education, A. Washington, D.C.: Music Educators National Conference, 1971.

Career Opportunities in Music. Chicago: American Music Conference, 1966.

Career Opportunities in Music. Lloyd Schmidt. Hartford, Connecticut: Connecticut State Department of Education, 1973.

Careers and Opportunities in Music. Alan Rich. New York: E.P. Dutton and Company, Inc.,1964.

Careers in Music. Port Washington, New York: Alfred Publishers.

Careers in Music. Boston: Berklee School of Music, 1968.

Careers in Music. Washington, D.C.: Music Educators National Conference, 1973.

Careers in Music. Portland, Maine: J. Weston Walch. (Posters).

Famous Modern Conductors. David Ewen. New York: Dodd, Mead and Company, 1967.

The Irish Peacock. Billy Grader. New Rochelle, New York: Arlington House. (Story of a talent agent).

Leonard Bernstein. David Ewen. Philadelphia: Chilton Book Company, 1967.

Music: Career or Hobby. Chicago: Coronet Films. (Film).

Music Hunter: The Autobiography of a Career. Laura Theresa Boulton. New York: Doubleday and Company, 1969.

Music is Your Business. New York: American Federation of Musicians.

Music Therapy as a Career. Lawrence, Kansas: National Association for Music Therapy, 1969.

Music/Record Career Handbook, The. Joseph Csida. First Place Music Publishers, 1973.

Nonperforming Jobs in Music. New York: Alumnae Advisory Center, 1965.

Opportunities in Music Careers. Sigmund Spaeth. Louisville, Kentucky: Vocational Guidance Manuals, 1968.

Play and Create Pop and Rock. Win Stormen. New York: Arco Publishing Company, 1969.

Singers Fact Sheet. New York: American Guild of Musical Artists.

So You Want to be a Rock Star. J. L. Collier. New York: Four Winds Scholastic Book Services.

So You Want to be in Music! Jesse Burt and Bob Ferguson. Nashville, Tennesse: Abingdon Press, 1970.

To Be a Composer. Los Angeles, California: Churchill Films. (Film).

To Be a Conductor. Los Angeles, California: Churchill Films. (Film).

To Be a Performer. Los Angeles, California: Churchill Films. (Film).

Violin Maker. New York: ACI Films. (Film).

Your Future in Music. Robert E. Curtis. New York: Richards Rosen Press.

Miscellaneous Music Resources:

Art of Music Copying, The: The Preparation of Music for Performance. Clinton Roemer. Sherman Oaks, California: Roerick Music Company, 1973.

Awards for Singers. New York: Central Opera Service, 1969.

Business of Music, The. Sidney Shemel and William Krasilovsky. New York: Billboard Publications, Inc., 1973.

Field Trips. Riverside, New Jersey: MacMillan Library Services. (Filmstrips).

Guide for Young Singers, A: How to Break into the Music Business. Frances Newson. New York: William-Frederick Press, 1968.

How to be in the Music Business. (Book Two). Sam Ulano. New York: Sam Ulano, 1964

Interlocken Challenge. Interlocken, Michigan: Interlocken National Music Camp Film Library, 1966. (Film).

More About This Business of Music. Sidney Shemel and William Krasilovsky. New York: Watson-Guptill, 1974.

Music in Therapy. E. Thayer Gaston, ed. New York: MacMillan Publishing Company, 1969.

Musician's Guide, A.: A Directory of the World of Music. Gladys S. Field, ed. New York: Music Information Service, Inc., 1968.

They're Playing Our Song. Max Wilk. Tennessee: Kingsport Press, Inc.

Youth Takes to Music. Interlocken, Michigan: Interlocken National Music Camp Film Library.

THEATER AND ENTERTAINMENT CURRICULUM FROM EDUCATIONAL AGENCIES

Title: A COURSE GUIDE IN THE THEATRE ARTS AT THE SECONDARY SCHOOL LEVEL

Subject/Discipline Area: Drama/Language Arts **Date:** Revised, 1968

Author, if specified: **Number of Pages:** 118

Grade Level: 5__ 6__ 7__ 8__ 9__ 10__ 11__ 12__ Jr. High X Sr. High X

Career Education Phase: Exploration Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?	X		
3. Are teaching strategies specified?	X		
4. Are learning experiences specified?	X		
5. Are learning resources specified?	X		
6. Are evaluation procedures specified?	X		

Examples of Unit Titles: Discovering the Process of Acting, Exploring a Drama through Improvisation, Organizing the Play for Production

Type of Material: printed manual **Validation Method:** Unknown

Availability: Cost $3.

Contact Person and/or Ordering Source:

Director
American Educational Theatre Assoc.
1317 F Street, N.W., Suite 500
Washington, D. C. 20004

Original Developer:

American Education Theatre Association
Washington, D.C.

Funding Source: American Theatre Association

COMMENTS: Representatives of schools with well-known drama departments wrote this curriculum guide under the auspices of the American Educational Theater Association. Student activities and acting and technical skills are emphasized. The structure of the guide has the left-hand page devoted to activities for students and the right-hand page related to teacher strategies for accomplishing the activities. Evaluation procedures are completely qualitative and are called "behavioral evidences of student awareness and response."

Theater Specialist: This course guide is exactly that-a guide in planning curriculum, not a substitute. The right-hand pages are an enormous help to the teacher in strengthening objectives as well as in offering means of evaluating whether or not he/she has succeeded. The left-hand side presents general learning experiences which are good; however, there are too few specific creative activities to constitute a complete course. The material would be appropriate in a high school theater arts class where students are studying literature and history as well as acting and performance.

Title: A CURRICULUM GUIDE FOR DRAMA

Subject/Discipline Area: Language Arts/Drama Date: 1971

Author, if specified: Number of Pages: 106

Grade Level: 5__ 6__ 7__ 8__ 9__ 10__ 11 X 12 X Jr. High___ Sr. High___

Career Education Phase: Exploration Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X	___	___
2. Is the content specified?	X	___	___
3. Are teaching strategies specified?	X	___	___
4. Are learning experiences specified?	X	___	___
5. Are learning resources specified?	X	___	___
6. Are evaluation procedures specified?	___	___	X

Examples of Unit Titles: Basic Concepts, Study of Plays, Play Production

Type of Material: printed manual Validation Method: Unknown

Availability: Cost $3.

Contact Person and/or Ordering Source:

Lorraine M. Sullivan, Asst. Supt.
Department of Curriculum
228 North LaSalle Street
Chicago, Illinois 60601

Original Developer:

Chicago Board of Education
Chicago, Illinois

Funding Source: Chicago Public Schools

COMMENTS: Although this guide emphasizes "production and performance," it reinforces basic language skills as it comes under the umbrella of the English Department. It can be used as a year course, or the individual units may be given as separate mini-courses. Each unit is developed according to a theme rather than by chronology. The authors were careful to encourage a relaxed atmosphere for the sake of creativity, and included students in the play selection process. The activities are both enjoyable and constructive, so that when the course has been completed the students will know more than how to analyze a play. They will be on good terms with the "life" of the theatre and the collaborative effort which makes it happen. There is much helpful information including audition, costume and make-up sheets, a play organization tree, stage directions, scene design techniques, two glossaries, and an extensive bibliography. Although this course will not fully prepare a student to enter the theatre world; on completion he or she will have a broader and more realistic view of what is involved in the areas of play-acting and production.

Media Specialist: Since this is a curriculum guide designed to be an elective in high school English, sections of it tend to be rather academic and literature oriented It is so structured however that a teacher may use any one unit separately as a "mini-course." The "Acting" unit is interesting although organizationally it leaves something to be desired. Most of the substance of the units is valid but some of the learning experiences in one section could as easily have been put in another.

Title: SENIOR HIGH SCHOOL DRAMA 1, DRAMA 2, PLAY PRODUCTION

Subject/Discipline Area: Speech/Drama/Language Arts **Date:** 1967

Author, if specified: **Number of Pages:** 141

Grade Level: 5__ 6__ 7__ 8__ 9__ 10 X 11 X 12 X Jr. High___ Sr. High___

Career Education Phase: Exploration Counselor Use__ Student Use__ Teacher Use X
Preparation

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?	X		
3. Are teaching strategies specified?		X	
4. Are learning experiences specified?	X		
5. Are learning resources specified?		X	
6. Are evaluation procedures specified?		X	

Examples of Unit Titles: Advanced Characterization; Production: One Act Plays, Planning with Production Crews

Type of Material: microfiche **Validation Method:** Unknown

Availability: ERIC # ED 067 490, VT 015 093

Contact Person and/or Ordering Source:

ERIC Document Reproduction Services
P.O. Box 190
Arlington, Virginia 22210

Original Developer:

Division of Instructional Planning and Services
Los Angeles City Schools
Los Angeles, California

Funding Source: Los Angeles Public Schools

COMMENTS: This three semester sequence relates all learning to acting projects. Students are expected to contract for their responsibilities within the final production. Drama notebooks and student worksheets for costumes, make-up and properties are important parts of the units.

Theatre Specialist: This course is mature, interesting, complete and distinctly superior to most drama courses seen. The objectives, which are generally good, are always clearly stated and then executed. Drama I curriculum tends to over-emphasize citizenship and formal production. Drama at the beginning stages should not deal quite as heavily with actual production as this curriculum suggests. It leaves few alternatives for the student who is taking it merely as an aid to self-expression and self-confidence rather than to "be a good actor." However, in total, this course is thoroughly enjoyable.

COMMERCIALLY PUBLISHED MATERIALS FOR THEATER AND ENTERTAINMENT	Grade Level	Career Ed. Stage	Text	Teacher's Manual	Student Workbook	Objectives	Teaching Strategies	Learning Experiences	Learning Resources	Evaluation Procedures
Basic Drama Projects. Fran Averett Tanner. Pocatello, Idaho: Clark, 1972.	H	E	N	Y	Y	Y	Y	Y	Y	Y
Design for the Stage: First Steps. Darwin Reid Payne. Carbondale, Illinois: Southern Illinois University Press, 1974.	H	P	Y	N	N	Y	N	S	Y	N
Designing and Making Stage Costumes. Motley. New York: Watson-Guptill Publications, 1964.	A	P	Y	N	N	Y	N	S	Y	N
Dramatic Construction: An Outline of Basic Principles. Edward Mabley. Philadelphia: Chilton Book Company, 1972.	A	P	Y	N	N	Y	S	Y	Y	N
Nobody in the Cast. Robert Barton, David Booth, Agnes Buckles, William Moore. Don Mills, Canada: Longmans Canada Limited, 1969.	H	E	Y	N	N	Y	S	Y	Y	N

CODE Grade Level: J = Junior High; H = High School; A = Advanced Secondary
Career Ed. Phase: E = Exploration; P = Preparation
Other Annotation: Y = Yes; S = Somewhat; N = None

	Grade Level	Career Ed. Stage	Text	Teacher's Manual	Student Workbook	Objectives	Teaching Strategies	Learning Experiences	Learning Resources	Evaluation Procedures
Scene Design and Stage Lighting. W.Oren Parker and Harvey K. Smith. New York: Holt, Rinehart & Winston, 1974.	A	P	Y	N	N	Y	N	S	Y	N
Scenery for the Theater. Harold Burris-Meyer, and Edward C. Cole. Boston: Little, Brown & Co., 1971.	A	P	Y	N	N	Y	N	S	Y	N
Stage Make-up. Herman Buchman. New York: Watson-Guptill Publications, 1974.	A	P	Y	N	N	Y	N	S	Y	N
Voice as an Instrument, The. Raymond Rizzo. New York: Bobbs-Merrill, 1969.	H	P	Y	N	N	Y	S	Y	Y	N

CODE Grade Level: J = Junior High; H = High School; A = Advanced Secondary
Career Ed. Phase: E = Exploration; P = Preparation
Other Annotation: Y = Yes; S = Somewhat; N = None

COMMERCIALLY PUBLISHED MATERIALS (UNAVAILABLE FOR REVIEW)

Actor Training 2. Richard P. Brown, ed. New York: Drama Book Specialists, 1974.

Art of Interpretation, The. Wallace A. Bacon. New York: Holt, Rinehart and Winston, 1970.

Art of Speaking, The. Alson and Peck. New York: Ginn and Company, 1966.

Basic Pattern Drafting for the Theatrical Costume Designer. William Harlan Shaw. New York: Drama Book Specialists, 1974.

Basic Principles of Stage Costuming. Hollywood, California: Olesen Company. (Filmstrip).

Basic Techniques of Scenery Painting. Robert Corrigan. Hollywood, California: Olesen Company. (Filmstrip).

Creative Drama in Schools. Gabriel Barnfield. New York: Hart Publishing Company, 1968.

Creative Dramatics in the Classroom. Nellie McCaslin. New York: David McKay Company, 1968.

Creative Speaking Series. Skokie, Illinois: National Textbook Company, 1969.

Designing and Painting Scenery for the Theater. Harold Melvill. Chester Springs, Pennsylvania: Dufour Editions, Inc.

Dynamics of Acting, The. Joan Snyder. Skokie, Illinois: National Textbook Company, 1972.

Essentials of Stage Scenery. Samuel Selden and Thomas Rezzuto. New York: Appleton, Century, Crofts, 1972.

How to Construct Miniature Scenery. Washington: American Industrial Arts Association. (16mm film, includes study guide).

Improvisation Handbook. Glenview, Illinois: Scott, Foresman and Company, 1975.

Introduction to Plastics for the Theater. James Wright and Ivan Hess. Hollywood, California: Olesen Company. (Filmstrip).

Introduction to Scenic Design, A. Arnold S. Gillette. New York: Harper and Row, 1967.

Introduction to Stage Lighting. Hunton D. Sellman. Hollywood, California: Olesen Company. (Filmstrip).

Play Production in the High School. Skokie, Illinois: National Textbook Company, 1972.

Producing a Play. Chicago: International Film Bureau, Inc. (Film).

Scene Design and Stage Lighting. W. Oren Parker and Harvey K. Smith. New York: Holt, Rinehart and Winston, 1974 (revised).

Scenery Construction. Robert H. Johnson. Hollywood, California: Olesen Company. (Filmstrip).

Stage and School, The. Katherine Ommanney and Harry H. Schanker. New York: McGraw-Hill Book Company, 1972.

Stage Manager's Handbook, The. Bert Gruver. New York: Drama Book Specialists, 1972.

Stage Scenery: Its Construction and Rigging. Arnold S. Gillette. New York: Harper and Row, 1972.

Speaking of ... Theater. Glenview, Illinois: Scott, Foresman and Company, 1975.

Stage Design. Howard Bay. New York: Drama Book Specialists, 1974.

Theater in High School: Planning, Teaching, Directing. Charlotte K. Motter. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970.

Theater Student, The: Scenery. W. Joseph Stell. New York: Richards Rosen Press, 1970.

Theatrical Set Design: The Basic Techniques. David Walker. Boston: Allyn and Bacon, 1969.

Thirty-two Scenes for Acting Practice. Glenview, Illinois: Scott, Foresman and Company, 1972.

Tyrone Guthrie on Acting. Tyrone Guthrie. New York: Viking Press, 1971.

Working Aids for the Theater Technician. Robert H. Johnson. Hollywood, California: Olesen Company. (Filmstrips).

LEARNING RESOURCES OF THEATER CAREERS AND MISCELLANEOUS INFORMATION

Theater Careers:

Careers and Opportunities in the Theatre. Jean Dalrymple. New York: E.P. Dutton and Company, Inc., 1969.

Careers in Set Design. Stamford, Connecticut: Educational Dimensions Corporation. (Filmstrip).

Julie Harris Talks to Young Actors. Julie Harris with Barry Tarshis. New York: Lothrop, Lee and Shepard, 1971.

Looking Forward to a Career in the Theater. Douglas Campbell and Diana Devlin. Minneapolis: Dillon Press, 1970.

Opportunities in Acting. Dick Moore. Louisville, Kentucky: Vocational Guidance Manuals, 1969.

Stage Craft Careers/Filmmaking Careers. Stamford, Connecticut: Educational Dimensions Corporation. (Filmstrip).

Theatre Jobs (Non-Acting). New York: Alumnae Advisory Center, 1967.

Miscellaneous Theater Resources:

Directory of American College Theatre. Richard G. Ayers, ed. Washington, D.C.: American Educational Theatre Association, Inc., 1967.

Fundamentals of Play Directing. Alexander Dean. New York: Holt, Rinehart and Winston, 1965.

Harwich Junior Theatre, The. Bayside, New York: AIDS, Inc. (Filmstrip).

1975 Summer Theatre Directory. Doris R. Salisbury, ed. Washington, D.C.: American Theatre Association, Inc., 1974.

On Stage: The Making of a Broadway Play. Susan Jacobs. New York: Alfred A. Knopf, 1972.

Playwrights on Playwriting. Toby Cole, ed. New York: Hill and Wang.

"Relationships Between Educational Theatre and Professional Theatre: Actor Training in the United States." Graham, Kenneth L., ed. Washington, D.C.: Educational Theatre Journal, November, 1966.

Scene Design: A Guide to the Stage. Henning Nelms. New York: Sterling Publishing Company, 1970.

Selective and Annotated Bibliography for the Secondary School Theater Teacher and Student, A. Calvin Pritner, ed. Washington, D.C.: American Educational Theatre Association, Inc., 1967.

Stage Costume Book. Bernice Prisk. New York: Harper and Row, 1966.

Theatre Backstage from A to Z. Warren C. Lounsbury. Seattle, Washington: University of Washington Press, 1967.

Theater Student: Scenery. W. Joseph Still. New York: Richards Rosen Press, 1[illegible]

Theater Student Series. New York: Richards Rosen Press.

We Produce a Play. Bayside, New York: AIDS, Inc. (Filmstrip).

VISUAL ARTS CURRICULUM FROM EDUCATIONAL AGENCIES

Title: CURRICULUM GUIDE FOR VOCATIONAL ARCHITECTURAL DRAFTING

Subject/Discipline Area: Architectural Drafting **Date:** 1968

Author, if specified: **Number of Pages:** 255

Grade Level: 5__ 6__ 7__ 8__ 9__ 10__ 11 X 12 X Jr. High___ Sr. High___

Career Education Phase: Preparation Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X	___	___
2. Is the content specified?	X	___	___
3. Are teaching strategies specified?	X	___	___
4. Are learning experiences specified?	X	___	___
5. Are learning resources specified?	X	___	___
6. Are evaluation procedures specified?	X	___	___

Examples of Unit Titles: Architectural Design: Residential, Intermediate Buildings; Presentation Drawing

Type of Material: Printed manual and microfiche

Validation Method: by "the needs of industry"

Availability: Cost $3.50, ED 059 407
VT 013 526

Contact Person and/or Ordering Source:

ERIC and Chicago Board of Education
Department of Curriculum
228 North Lasalle Street
Chicago, Illinois 60601

Original Developer:

Chicago Board of Education
Chicago, Illinois

Funding Source: Chicago Public Schools

COMMENTS: This curriculum guide is very complete though there is need for more specific content. It is predicated on a background in mechanical drawing. Also, it seems successful in going from the simple to the complex, familiar to the abstract. Two years are needed to complete the program.

Ancillary information such as working vocabulary, equipment, standards and techniques are included as well as an in-depth bibliography. Photographs do not show up well on microfiche but are plentiful along with many appropriate sketches. Evaluation procedures are in the form of projects.

Title: EXPLORATORY DRAFTING: COMMERCIAL ART

Subject/Discipline Area: Drafting/applied art **Date:** 1971

Author, if specified: Leroy T. Hullin **Number of Pages:** 97

Grade Level: 5__ 6__ 7__ 8__ 9 X 10__ 11__ 12__ Jr. High___ Sr. High___

Career Education Phase: Exploration Counselor Use__ Student Use X Teacher Use__

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X	___	___
2. Is the content specified?	X	___	___
3. Are teaching strategies specified?	___	___	X
4. Are learning experiences specified?	X	___	___
5. Are learning resources specified?	___	X	___
6. Are evaluation procedures specified?	___	___	X

Examples of Unit Titles: How to Use Basic Drafting Tools, Basic Blueprint Reading, Drafting for Commercial Art

Type of Material: printed text **Validation Method:** Classroom Use

Availability: $1.75

Contact Person and/or Ordering Source:

Curriculum Laboratory
Vocational-Technical Education Dept.
Building 4103 - Kilmer Campus
Rutgers University, New Brunswick, N.J. 08903

Original Developer:

Bergen County Vocation-Technical H.S.
Hackensack, N.J.

Funding Source: New Jersey Department of Education, Division of Vocational Education

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COMMENTS: The first two sections are general drafting units - the same as can be found in ERIC VT#014 941. The third section is specific to the area being studied.

The approach is exploratory in that the student can discover independently the kinds of activities done in advanced vocational education classes. Each unit is planned according to a step-by-step method and is easy to use, aided by large clear diagrams.

Evaluation is accomplished by the teacher examining the finished drawings, but no guidelines are given.

Title: ILLUSTRATOR DRAFTSMAN 3 & 2. NAVY TRAINING COURSE

Subject/Discipline Area: Drafting Date: 1967

Author, if specified: Number of Pages: 421

Grade Level: 5__ 6__ 7__ 8__ 9__ 10__ 11__ 12_X_ Jr. High___ Sr. High___

Career Education Phase: Preparation Counselor Use__ Student Use_X_ Teacher Use__

Target Group, if other than heterogeneous class: Navy personnel

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	___	___	X
2. Is the content specified?	X	___	___
3. Are teaching strategies specified?	___	___	X
4. Are learning experiences specified?	___	X	___
5. Are learning resources specified?	X	___	___
6. Are evaluation procedures specified?	___	___	X

Examples of Unit Titles: Technical Illustrations, Color, Visual Presentations

Type of Material: printed manual and microfiche

Validation Method: Test

Availability: Cost $2.50,ERIC ED 056 238, VT 012 764

Contact Person and/or Ordering Source:

ERIC and Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Original Developer:

U.S. Department of the Navy
Bureau of Navy Personnel

Funding Source: U.S. Department of Defense

COMMENTS: This home-study guide gives complete information to prepare for a Navy-administered exam. It stresses methematical and design principles plus basic knowledge needed when entering the field. Pictures are a necessary and useful component especially as it is an independent learning guide.

Specific activities are not included, although there are suggestions concerning how the content should be used.

Title: CAREER EXPLORATION IN AGRIBUSINESS, RENEWABLE NATURAL RESOURCES AND ENVIRONMENTAL PROTECTION: A CURRICULUM GUIDE FOR GRADES 7-9

Subject/Discipline Area: Agricultural Education **Date:** 1974

Author, if specified: **Number of Pages:** 242

Grade Level: 5__ 6__ 7X 8X 9X 10__ 11__ 12__ Jr. High___ Sr. High___

Career Education Phase: Orientation Counselor Use__ Student UseX Teacher UseX
Exploration

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X	___	___
2. Is the content specified?	X	___	___
3. Are teaching strategies specified?	X	___	___
4. Are learning experiences specified?	X	___	___
5. Are learning resources specified?	X	___	___
6. Are evaluation procedures specified?	X	___	___

Examples of Unit Titles: Agricultural Production, Ornamental Horticulture, Forestry

Type of Material: printed manual **Validation Method:** Field Test in progress

Availability: Unknown

Contact Person and/or Ordering Source:

Dr. Max McGhee
Ohio Career Education and Curriculum Management Laboratory
Ohio State University
Columbus, Ohio 43210

Original Developer:

Center for Education Studies
School of Education
Eastern Illinois University
Charleston, Illinois

Funding Source: Vocational Education Amendments of 1968 - Part I

COMMENTS: Although the Ornamental Horticulture unit is only a small part of the total of this field test copy, it was so complete that it seemed wise to include it. Learning modules about various areas of agribusiness, renewable natural resources and environmental protection comprise the guide. Each module has three major sections: instructional information, instructional activities, and student activities (which can be duplicated and used by students). The instructional activities emphasize cognitive experiences for the entire class, whereas experiential learning for individuals or small groups is the focus of the student activities.

Although some evaluation procedures are included, it is expected that teachers will develop those best suited to their special circumstances. Career development concepts are interspersed with developmental dimensions which are in turn related to instructional activities. This overlapping of elements is often confusing. On the whole the guide has many interesting and practical ideas for teachers and students and is thoughtfully prepared to introduce and explore occupations in these fields.

Title: EXPLORATORY DRAFTING: HORTICULTURE

Subject/Discipline Area: Drafting **Date:** 1971

Author, if specified: Leroy T. Hullin **Number of Pages:** 110

Grade Level: 5__ 6__ 7__ 8__ 9 X 10__ 11__ 12__ Jr. High___ Sr. High___

Career Education Phase: Exploration Counselor Use__ Student Use X Teacher Use__

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?	X		
3. Are teaching strategies specified?			X
4. Are learning experiences specified?	X		
5. Are learning resources specified?			X
6. Are evaluation procedures specified?	X		

Examples of Unit Titles: How to Use Basic Drafting Tools, Basic Blueprint Reading, Drafting for the Horticultural Student

Type of Material: printed manual and microfiche **Validation Method:** Unknown

Availability: Cost $1.75; ERIC #ED 063 502
VT 014 941

Contact Person and/or Ordering Source:
ERIC or Vocational-Tech. Curr. Lab.
Rutgers, The State University
Bldg. 4103 - Kilmer Campus
New Brunswick, New Jersey 08903

Original Developer:
New Jersey State Department of Education
Divsion of Vocational Education

Funding Source: New Jersey State Department of Education, Division of Vocational Education

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COMMENTS: Students can use this guide independently or with the aid of a teacher as all the information is simple and concise. Clear illustrations are helpful to the student's progress. No previous training is needed and the objectives and activities progress from the simple to the more complex.

This course acquaints the student with the tools, terms and symbols of drafting in general and horticultural drafting in particular. He/she then has an opportunity to use this learning in classroom activities. Completion of the course would help a student obtain an entry-level job or, at least, give him a realistic idea of the duties of an horticultural draftsman.

Title: EXPLORING CAREERS IN ORNAMENTAL HORTICULTURE

Subject/Discipline Area: Science

Date: Revised, 1973

Author, if specified:

Number of Pages: 38

Grade Level: 5__ 6__ 7__ 8__ 9 X 10 X 11__ 12__ Jr. High___ Sr. High___

Career Education Phase: Exploration Counselor Use__ Student Use__ Teacher UseX

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?		X	
3. Are teaching strategies specified?		X	
4. Are learning experiences specified?	X		
5. Are learning resources specified?	X		
6. Are evaluation procedures specified?		X	

Examples of Unit Titles: Horticulture, Arboriculture, Landscape Development

Type of Material: printed manual

Validation Method: Classroom Use

Availability: Cost $1.

Contact Person and/or Ordering Source:

Charles Conover, Purchasing Dept.
Board of Education
2315 Iowa Street
Cincinnati, Ohio 45202

Original Developer:

Cincinnati Public Schools
Cincinnati, Ohio

Funding Source: Ohio State Department of Education

COMMENTS: This guide is one of a series produced by the Cincinnati Public Schools for the career education orientation and exploration stages. Most of the others use the worker as the organizing theme, but this one discusses six major fields within ornamental horticulture. A list of jobs in this area is provided.

There is less emphasis on reading and library research than in the other Cincinnati guides. Field trips are the primary activities; scientific experiments using local resources are important also. Whenever evaluation occurs, it is in the form of a self-change inventory. Appendices include necessary forms and resources.

Title: LANDSCAPE DESIGN

Subject/Discipline Area: Agricultural Education/ Cooperative Learning

Date: 1968

Author, if specified:

Number of Pages: 155

Grade Level: 5__ 6__ 7__ 8__ 9__ 10__ 11__ 12__ Jr. High__ Sr. High X

Career Education Phase: Preparation Counselor Use__ Student Use X Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?	X		
3. Are teaching strategies specified?	X		
4. Are learning experiences specified?	X		
5. Are learning resources specified?	X		
6. Are evaluation procedures specified?	X		

Examples of Unit Titles: Occupational Opportunities in Landscape Design, Analysis of Landscape Requirements, Ideas for Solving Landscape Problems

Type of Material: Printed manual and handbook, microfiche

Validation Method: Field test by teacher and students

Availability: Cost $2.50 - Teacher's Manual; $2.25 - Student Handbook

Contact Person and/or Ordering Source:

ERIC and Pennsylvania State University
Dept. of Agricultural Education
102 Armsby Bldg.
University Park, Pennsylvania
16802

Original Developer:

Pennsylvania State University
Agricultural Experiment Station
University Park, Pennsylvania

Funding Source: U. S. Office of Education, Division of Adult and Vocational Research

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COMMENTS: This well conceived and executed course guide for landscape design is based on the premise that each student will already have basic knowledge about plants, trees and shrubs; yet it appears very useful to anyone with an interest in this field.

The student materials include objectives, questions, vocabulary and the content in that order. The teacher is provided with information on how to teach the activities which are part of the content. Also, suggested activities related to work placement, a test, and resources are included. The materials are readable with appropriate pictures and diagrams. Emphasis is on the work and knowledge which people in the field must have.

Title: ORNAMENTAL HORTICULTURE: A CURRICULUM GUIDE FOR AGRICULTURAL EDUCATION.

Subject/Discipline Area: Agricultural Education/ Cooperative Learning **Date:** 1969

Author, if specified: **Number of Pages:** 46

Grade Level: 5__ 6__ 7__ 8__ 9__ 10X 11X 12 X Jr. High___ Sr. High___

Career Education Phase: Preparation Counselor Use__ Student Use__ Teacher UseX

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X	___	___
2. Is the content specified?	___	X	___
3. Are teaching strategies specified?	___	___	X
4. Are learning experiences specified?	___	X	___
5. Are learning resources specified?	X	___	___
6. Are evaluation procedures specified?	___	___	X

Examples of Unit Titles: Exploring Occupational Opportunities in Ornamental Horticulture, Identifying Horticulture Plants, Landscape Planning and Design

Type of Material: printed manual **Validation Method:** Unknown

Availability: Cost $ .35

Contact Person and/or Ordering Source:

Harry L. Smith, Special Assistant
Public Information and Publications
State Department of Education, Box 6Q
Richmond, Virginia 23216

Original Developer:

Agricultural Education Service
Division of Vocational Education
State Department of Education
Richmond, Virginia

Funding Source: Division of Vocational Education, Virginia State Department of Education

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COMMENTS: This vocational program consists of three one-year courses in conjunction with work experience in the field. Two years of agricultural science and mechanics are prerequisites.

The main value of this curriculum guide is to give, in outline form, the broad areas to be covered in a course of this kind. Beyond the specialty itself, there are sections on career opportunities, business management, and human relationships.

Title: ART & DESIGN - PAINTERS, Vol. 1-4

Subject/Discipline Area: Applied Art **Date:** 1957

Author, if specified: William O'Reilly **Number of Pages:** about 100 per unit

Grade Level: 5__ 6__ 7__ 8__ 9 X 10 X 11__ 12__ Jr. High___ Sr. High___

Career Education Phase: Exploration Counselor Use__ Student Use X Teacher Use__

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X	___	___
2. Is the content specified?	X	___	___
3. Are teaching strategies specified?	___	___	X
4. Are learning experiences specified?	X	___	___
5. Are learning resources specified?	X	___	___
6. Are evaluation procedures specified?	X	___	___

Examples of Unit Titles: Elements and Principles of Design, Ornament, Posters & Signs

Type of Material: four printed workbooks **Validation Method:** Classroom use

Availability: $8.00 complete; $2.00 per unit

Contact Person and/or Ordering Source:

Curriculum Laboratory
Vocational-Technical Education Dept.
Building 4103, Kilmer Campus
Rutgers University
New Brunswick, New Jersey 08903

Original Developer:

Middlesex County Vocational-Technical H.S.
New Brunswick, New Jersey

Funding Source:

New Jersey Department of Education, Division of Vocational Education

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COMMENTS: Although this set of student materials was first published in 1957, it was deemed valuable enough to undergo a second printing in 1969. It is useful for those students exploring career areas in interior design, house and sign painting, commercial art or architectural drafting as it provides activities commonly done in these fields. There does not appear to be any progression from simple to difficult, although it is very complete in content from the most basic to the most unusual elements of color and design. The same format is repeated with a number of information sheets followed by job sheets, which contain the experiential activities. The wide scope of the material makes it a valuable aid for others planning similar courses.

Art Specialist: I find the "Related Information" sections to be generally inadequate and somewhat misleading. The directions for procedure are also confusing. Although it is an ambitious series, I do not consider it successful in that the quality of the content is questionable.

Title: ART CURRICULUM GUIDE K-12

Subject/Discipline Area: Art **Date:** 1973

Author, if specified: **Number of Pages:** 140

Grade Level: 5 X 6 X 7 X 8 X 9 X 10 X 11 X 12 X Jr. High ___ Sr. High ___

Career Education Phase: Awareness Exploration Orientation Counselor Use __ Student Use __ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	___	X	___
2. Is the content specified?	___	X	___
3. Are teaching strategies specified?	___	___	X
4. Are learning experiences specified?	X	___	___
5. Are learning resources specified?	X	___	___
6. Are evaluation procedures specified?	___	___	X

Examples of Unit Titles: Art and Career Education K-6, 7-9, 10-12

Type of Material: printed material

Validation Method: Teacher and committee evaluation

Availability: Limited printing

Contact Person and/or Ordering Source:

Bobby Wicher
Career Education Office
Louisiana State Department of Ed.
Baton Rouge, Louisiana 70804

Original Developer:

State of Louisiana

Funding Source: Louisiana State Department of Education

COMMENTS: This working copy for art teachers in Louisiana was developed with the desire to incorporate career education concepts into a sequential art curriculum guide. This is only partially successful and, hopefully, will be improved in the final version. Only a very few broad objectives are mentioned as the authors expect teachers to determine their own. The activities at the senior high level are in outline form and marked with a dot if the processes are specified in the guide. The slim secondary section contrasts with a more carefully conceived elementary program. The appendices contain more than half the content of the guide. There are extensive glossaries of terms, art processes, supplies and formulae. A huge bibliography, divided according to type of material or process, is helpful. There are no references to books about jobs in the art world; the listings deal mainly with skill development.

Art Specialist: The format of this guide is not helpful to teachers trying to incorporate career education into their existing curricula. It is useful mainly for its suggested activities, glossary and appendix, all of which are extremely good.

Title: CAREER EDUCATION IN APPALACHIAN MARYLAND - INVESTIGATION AND DECISION-MAKING: ART

Subject/Discipline Area: Art **Date:** 1974

Author, if specified: **Number of Pages:** 19

Grade Level: 5__ 6__ 7 X 8 X 9__ 10__ 11__ 12__ Jr. High___ Sr. High___

Career Education Phase: Orientation Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?		X	
3. Are teaching strategies specified?			X
4. Are learning experiences specified?	X		
5. Are learning resources specified?			X
6. Are evaluation procedures specified?			X

Examples of Unit Titles: Images and Things, Psychology, Man as a Group Member

Type of Material: printed manual **Validation Method:** Field Test

Availability: Cost $18.50 per set of five volumes; $3.70 per volume

Contact Person and/or Ordering Source:

James Wilson, Director of Career Ed.
Washington County School District
Commonwealth Avenue
Hagerstown, Maryland 21740

Original Developer:

Tri-County Career Education
Task Force
Hagerstown, Maryland 21740

Funding Source: Appalachian Regional Commission, Demonstration Project

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COMMENTS: This manual is part of a career education series for seventh and eighth grades in rural Maryland. It was developed as an aid to the teacher in infusing career education concepts and activities into the on-going course work. Although the concept section does not always describe concepts, the activities are both varied and interesting. Not only do they produce career information but they also help students determine their own interests and abilities within an occupational framework. The kinds of units and activities developed in this manual would be helpful to the art teacher beginning to plan for career education in the classroom.

Art Specialist: Some activities are somewhat unrealistic or simplistic, such as having students go to an artist's studio to sketch the artist sketching.

Title: CAREER EDUCATION IN APPALACHIAN MARYLAND: PREPARATION UNIFIED ARTS: SUPPLEMENTAL ACTIVITIES

Subject/Discipline Area: Fine and Applied Art **Date:** 1974

Author, if specified: **Number of Pages:** 96

Grade Level: 5__ 6__ 7__ 8__ 9_X_ 10X_ 11__ 12__ Jr. High___ Sr. High___

Career Education Phase: Exploration Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?		X	
3. Are teaching strategies specified?		X	
4. Are learning experiences specified?		X	
5. Are learning resources specified?	X		
6. Are evaluation procedures specified?		X	

Examples of Unit Titles: Photography, Special Lake Decorating Techniques, Multi-view Drawings

Type of Material: printed material **Validation Method:** Field-test in progress

Availability: $44.00 per set of 12 volumes; $3.70 per volume

Contact Person and/or Ordering Source:

James Wilson, Director of Career Ed.
Washington County School District
Commonwealth Avenue
Hagerstown, Maryland

Original Developer:

Clear Spring High School
Clear Spring, Maryland

Funding Source:
Appalachian Regional Commission

COMMENTS: Basically, these are three separate guides in art, home economics and industrial arts. Suggestions for using the material are at the beginning of the book. The wording changes somewhat during the book and, although the word "objectives" is never used, they are given under the terms "activities, outcomes, concepts". This may explain, in part, why the activities seem less interesting than other curriculum guides from this group. The home economics and industrial arts sections have little to with the arts and humanities and only the latter includes evaluation procedures.

Art Specialist: This guide does not satisfactorily relate career-oriented activities to academically valid content.

Title: CAREER EDUCATION IN APPALACHIAN MARYLAND: PREPARATION ART: SUPPLEMENTAL ACTIVITIES

Subject/Discipline Area: Art **Date:** 1974

Author, if specified: **Number of Pages:** 32

Grade Level: 5__ 6__ 7__ 8__ 9 X 10 X 11__ 12__ Jr. High___ Sr. High___

Career Education Phase: Exploration Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	___	___	X
2. Is the content specified?	X	___	___
3. Are teaching strategies specified?	X	___	___
4. Are learning experiences specified?	X	___	___
5. Are learning resources specified?	X	___	___
6. Are evaluation procedures specified?	___	X	___

Examples of Unit Titles: Television Title Cards, Fashion Layout Illustration, Scientific Illustrating

Type of Material: Printed material **Validation Method:** Field-test in progress

Availability: $44.00 per set of 12 volumes; $3.70 per volume

Contact Person and/or Ordering Source:

James Wilson, Director of Career Education
Washington County School District
Commonwealth Avenue
Hagerstown, Maryland

Original Developer:

Tri-County Career Education Task Force
Hagerstown, Maryland

Funding Source:

Appalachian Regional Commission

COMMENTS: These one-page activities, although planned for ninth and tenth grade students, can be used by much younger students as well. They are interesting in that they relate to the kinds of work done by professionals in the art world. Suggestions are included which could afford a broader knowledge of art careers than the content specifies. Although very simple, the activities could be adapted easily into any art curriculum.

Art Specialist: This guide does not satisfactorily relate career-oriented activities to academically valid content, e.g. students are told to make a magazine rack, but not told the relationship of that activity to the major concepts of design and craftsmanship.

Title: CAREERS IN VISUAL ART

Subject/Discipline Area: Art **Date:** 1975

Author, if specified: **Number of Pages:** 80

Grade Level: 5 X 6 X 7 __ 8 __ 9 __ 10 __ 11 __ 12 __ Jr. High ___ Sr. High ___

Career Education Phase: Orientation Counselor Use __ Student Use __ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X	___	___
2. Is the content specified?	X	___	___
3. Are teaching strategies specified?	X	___	___
4. Are learning experiences specified?	X	___	___
5. Are learning resources specified?	X	___	___
6. Are evaluation procedures specified?	X	___	___

Examples of Unit Titles: Art All Around Us, Art is a Cooperative Effort, Skills Related to Job Success

Type of Material: printed manual **Validation Method:** Field Test

Availability: Cost $6.17

Contact Person and/or Ordering Source:

The Product Utilization Section
Center for Vocational Education
Ohio State University
1900 Kenny Road
Columbus, Ohio 43210

Original Developer:

Center for Vocational and Technical Education
The Ohio State University
Columbus, Ohio

Funding Source: National Institute of Education

COMMENTS: This curriculum guide is one of many being developed nationally by C.V.T.E. in cooperation with six school districts as part of the Comprehensive Career Education Model. Although this curriculum guide was developed for fifth graders, it could be adapted successfully to older students. Career eduation is infused into an active art course where there is an emphasis on learning-by-doing. By learning about what artists do, students have the opportunity to "do" art as well as "do" artists. Excellent resources, especially films, are integrated into the activities. Older children might need fewer aids. The evaluation procedures are unusually good as are the activities. Both are thoughtfully conceived and are appropriate to the objectives and content of each unit. The inclusion of information about women and ethnic groups is to be commended. An excellent bibliography of art "how-to" information and career sources caps off an outstanding example of curriculum planning.

Art Specialist: This is excellent; the activities and content are valid and accurate.

Title: CAREER EDUCATION - LEARNING WITH A PURPOSE: ART

Subject/Discipline Area: Art **Date:** 1975

Author, if specified: **Number of Pages:** 16

Grade Level: 5__ 6__ 7__ 8__ 9__ 10__ 11__ 12__ Jr. High X Sr. High X

Career Education Phase: Exploration Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?		X	
2. Is the content specified?		X	
3. Are teaching strategies specified?		X	
4. Are learning experiences specified?	X		
5. Are learning resources specified?	X		
6. Are evaluation procedures specified?			X

Examples of Unit Titles: Scene Designers, Greeting Card Designer, Art Teacher, Ceramicist

Type of Material: printed units **Validation Method:** None

Availability: Unknown

Contact Person and/or Ordering Source:

Dr. James Navara
Career Education Project
State Fair Community College
Sedalia, Missouri 65301

Original Developer:

State Fair Community College
Sedalia, Missouri

Funding Source: Vocational Education Amendments of 1968 - Part D

COMMENTS: This working copy is slightly confusing. One finds the purposes and outcomes in the evaluation section, rather than at the beginning. The unit topics revolve around occupations in the field of art and each unit consists of one page. There are a number of good activities which take advantage of local resources and involve the students in simulating the activities of workers in the various art fields.

Art Specialist: Students are asked to role-play the part of a given professional, which is not very satisfactory as they do not experience the real-world division of labor. They learn naive notions of how professionals work.

Title: CAREER ORIENTATION IN ART

Subject/Discipline Area: Art **Date:** 1973

Author, if specified: John Ertel **Number of Pages:** 26

Grade Level: 5__ 6__ 7 X 8 X 9__ 10__ 11__ 12__ Jr. High___ Sr. High___

Career Education Phase: Orientation Counselor Use__ Student Use__ Teacher UseX

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?			X
3. Are teaching strategies specified?			X
4. Are learning experiences specified?	X		
5. Are learning resources specified?	X		
6. Are evaluation procedures specified?		X	

Examples of Unit Titles: Commercial Illustration, Package Design, Sculpture

Type of Material: printed manual **Validation Method:** Unknown

Availability: Cost $1.

Contact Person and/or Ordering Source:

Charles Conover, Purchasing Dept.
Board of Education
2315 Iowa Avenue
Cincinnati, Ohio 45206

Original Developer:

Cincinnati Public Schools
Cincinnati, Ohio

Funding Source: Ohio State Department of Education

COMMENTS: This teacher's aid is part of a series developed by the Cincinnati Public Schools for use in academic subjects in grades 7 and 8. Activities to be infused into an art course constitute the major part of this curriculum. Career information is integrated into the course by having students do the work which professional artists do in the course of their jobs. There are some evaluations in this manual, but they are mostly self-inventories which are not informative or helpful. Only one has real substance.

Art Specialist: Some of the activities are misleading to students in that they present careers in art too simplistically. For instance, students are asked to design and execute a fashion illustration without being given any of the preliminary experiences necessary for doing this. The self-evaluations are not well coordinated with the activities. Students are asked to judge whether or not they enjoyed activities which were not really included in the activities.

Title: COURSE OUTLINE IN COMMERCIAL ART

Subject/Discipline Area: Applied Art

Date: 1974

Author, if specified: Ken Beatty

Number of Pages: 24

Grade Level: 5__ 6__ 7__ 8__ 9__ 10__ 11 X 12 X Jr. High___ Sr. High___

Career Education Phase: Preparation Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?		X	
3. Are teaching strategies specified?			X
4. Are learning experiences specified?	X		
5. Are learning resources specified?	X		
6. Are evaluation procedures specified?		X	

Examples of Unit Titles: Art Media; Layout, Design and Paste-up; Anatomy Drawing and Cartooning

Type of Material: printed manual

Validation Method: Classroom Use

Availability: Unknown

Contact Person and/or Ordering Source:

Ken Beatty
Career Studies Center
50 West Oak Ridge Drive
Hagerstown, Maryland 21740

Original Developer:

Washington County Public Schools
Career Studies Center
Hagerstown, Maryland

Funding Source: Vocational Education Amendments of 1968 and Maryland State Plan for Vocational-Technical Education

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COMMENTS: A practicing professional devised this two-course sequence to prepare students to move directly into the commercial art field with a solid background of training. Junior year is spent progressing through ten traditional units which acquaint students with tools and techniques. Many kinds of activities are suggested; figure drawing occurs throughout the year. The senior year outline is a list of projects. Each student contracts for a certain number and his grade is dependent on completion of the projects. An outside advisory committee helps evaluate the work and provides information on jobs and further education in the field. As this course guide is only an outline, a teacher planning to implement it must have very specialized training. Yet, the author is successful in accomplishing his objectives; students do have the opportunity to learn the skills needed in commercial art (including business management) as well as to examine the field itself. When these courses are finished, it is expected that the student will have produced a portfolio of samples, a resume, and business cards.

Art Specialist: This course is excellent preparation for immediate employment, but it seems to go too far in its pragmatic approach to the exclusion of fine art content.

Title: CURRICULUM GUIDE: CAREER EXPLORATION IN ART RELATED AREAS

Subject/Discipline Area: Art Date: 1973

Author, if specified: Penny J. Rupley Number of Pages: 44

Grade Level: 5__ 6__ 7__ 8__ 9 X 10 X 11__ 12__ Jr. High___ Sr. High___

Career Education Phase: Exploration Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?			
3. Are teaching strategies specified?		X	
4. Are learning experiences specified?		X	
5. Are learning resources specified?	X		
6. Are evaluation procedures specified?			X

Examples of Unit Titles: Career Exploration, Format of the Curriculum, Instructional Phase 1-4

Type of Material: microfiche Validation Method: None

Availability: ERIC #ED 084 548

Contact Person and/or Ordering Source:

ERIC Document Reproduction Services
P.O. Box 190
Arlington, Virginia 22210

Original Developer:

Author

Funding Source:

None

COMMENTS: This curriculum guide was prepared to fill a requirement for a graduate art course at the University of Illinois. It is a narrative report explaining the structure of the course, rather than the actual curriculum.

The introductory statements do not portray a depth of understanding of career education. Yet, as an attempt at relating art to how and where it is used in the career world, it might be very helpful to others.

Classroom learning, community resources, hands-on experiences and vocational tests combine for a varied course, but using the Strong Vocational Interest Blank may hurt its validity as until 1974 it had different items and careers for men and women.

Art Specialist: The hands-on experiences devote too much time to discussion and research and not enough to doing.

Title: LAFAYETTE PARISH CAREER EDUCATION CURRICULUM GUIDE: HIGH SCHOOL ART

Subject/Discipline Area: Applied art Date: 1973

Author, if specified: Terry Clay Giroud Number of Pages: 43

Grade Level: 5__ 6__ 7__ 8__ 9 X 10 X 11 X 12 X Jr. High___ Sr. High___

Career Education Phase: Exploration Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?		X	
3. Are teaching strategies specified?		X	
4. Are learning experiences specified?	X		
5. Are learning resources specified?	X		
6. Are evaluation procedures specified?		X	

Examples of Unit Titles: Introduction to Commercial Art, The Artist and His Environment, The Arts as They Relate to Each Other

Type of Material: Printed manual Validation Method: Field test

Availability: Free on a limited basis while supply lasts

Contact Person and/or Ordering Source:

J. Harold Hollier, Coordinator of Career Education
Lafayette Parish School Board
P.O. Drawer 2158
Lafayette, Louisiana 70501

Original Developer:

Lafayette Parish Public Schools
Lafayette, Louisiana

Funding Source:

Vocational Education Amendments of 1968 - Part C

COMMENTS: High School Art is one of a series produced by Lafayette Parish and this guide provides four units in art as well as some of the background material of the program. The units are representative of each high school grade and were planned to supplement the ongoing curricula. STructurally they are the same and include the following sections: behavioral objectives, suggested activities, job titles, vocabulary, general resource people and field trips, resources and materials, academic tie-ins and evaluation. Also, each is related to one of five career concepts which are carefully explained in the preface. The activities are primarily psychomotor although only the bare outlines are provided. Students would have to learn the processes involved in them through other means; however many seem very promising. General evaluation topics rather than actual tests comprise the final section of each unit.

Title: PROJECT DISCOVERY

Subject/Discipline Area: Various occupational areas Date: 1974-75

Author, if specified: Number of Pages: about 30 per pkg.

Grade Level: 5__ 6__ 7 X 8 X 9 X 10__ 11__ 12__ Jr. High___ Sr. High___

Career Education Phase: Exploration Counselor Use__ Student Use X Teacher Use__

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X	___	___
2. Is the content specified?	X	___	___
3. Are teaching strategies specified?	___	X	___
4. Are learning experiences specified?	X	___	___
5. Are learning resources specified?	X	___	___
6. Are evaluation procedures specified?	___	X	___

Examples of Unit Titles: So Ya Wanna Be an Artist (Commercial Art I), Advertising and Editorial Design (Commercial Art II)

Type of Material: printed units in color

Validation Method: "Formative and summative" - to evaluate usefulness of material

Availability: Sets of 20 packages will be available in Fall '75.

Contact Person and/or Ordering Source:

Wilmer K. Bugher
Phi Delta Kappa
8th and Union Street
Bloomington, Indiana 47401

Original Developer:

Southwest Iowa Learning Resources Center
Red Oak, Iowa

Funding Source: Iowa Department of Public Instruction, Career Education Division, Special Needs Section

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COMMENTS: Without doubt, this is the most delightful and creative curriculum package that was seen in many months of reviewing. The materials which are for student use are distinguished by excellent cartoons and graphics and are imbued throughout with marvelous humor. Each package contains many activities which simulate the functions of people working in the area under consideration. An interesting arrangement has the Learning Resources Center provide much of the equipment needed. A "relator's" manual explains the use of individual packages and how students should evaluate them as a means of career planning. Descriptive literature which accompanies the student packages, provides helpful information to teachers and curriculum developers. Although only two of the first twenty packages deal with the arts and humanities, many others are in progress. May they be as enjoyable and as worthwhile as the ones already seen.

Title: SPECIAL EDUCATION: PROGRAM OF STUDIES FOR SENIOR HIGH SCHOOL, Core IV

Subject/Discipline Area: Visual Arts Date: 1968

Author, if specified: Number of Pages: 152

Grade Level: 5__ 6__ 7__ 8__ 9__ 10__ 11__ 12__ Jr. High___ Sr. High X

Career Education Phase: Exploration Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class: Educable mentally retarded

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?		X	
3. Are teaching strategies specified?		X	
4. Are learning experiences specified?		X	
5. Are learning resources specified?	X		
6. Are evaluation procedures specified?			X

Examples of Unit Titles: Arts and Crafts I, II, III; Graphic Arts, Job Training

Type of Material: microfiche Validation Method: Unknown

Availability: ERIC # ED 037 862

Contact Person and/or Ordering Source:

ERIC Document Reproduction Services
P.O. Box 190
Arlington, Virginia 22210

Original Developer:

Forsyth County
Winston-Salem City Schools
Winston-Salem, North Carolina

Funding Source:

COMMENTS: It is difficult to review these separate units as no cohesive thread runs throughout other than the outline form used. Yet, it seems important to mention this program as it is the only senior high school curriculum guide for the handicapped available for review. In general, it provides only the broad areas to be included within each unit. Whenever learning experiences are listed, there is no mention of how they should be done; they are very teacher-directed. Academic subject courses are included, always with overtones of job skills.

Title: STUDIO IN ART: A COMPREHENSIVE FOUNDATION COURSE

Subject/Discipline Area: Art Date: 1974 (reprint)

Author, if specified: Minerva Markey & Ernest Mills Number of Pages: 83

Grade Level: 5__ 6__ 7__ 8__ 9__ 10__ 11__ 12__ Jr. High___ Sr. High X

Career Education Phase: Preparation Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?	X		
3. Are teaching strategies specified?	X		
4. Are learning experiences specified?	X		
5. Are learning resources specified?	X		
6. Are evaluation procedures specified?		X	

Examples of Unit Titles: The Elements of Art (Space, Light & Color, Form, Line & Texture), Movements and Trends in the World of Art, Suggested Areas of Study

Type of Material: Printed manual

Validation Method: Pilot-tested in schools throughout New York stat

Availability: Cost $1.00

Contact Person and/or Ordering Source:

University of the State of New York
Publication Distribution Unit
State Education Unit
Albany, New York 12224

Original Developer:

University of the State of New York
Albany, New York

Funding Source: New York State Department of Education

COMMENTS: A course in exploring the visual arts should precede Studio in Art as the latter is planned for direct experience with the elements of art. The course guide is written in narrative form and the layout and graphics are especially attractive. An introduction details the authors' philosophy which emphasizes developing skills while not changing the individual visions of students. Also it is hoped that pride and self-esteem will be fostered through contact with the art materials. Student activities include keeping a visual journal and portfolio as well as group and independent projects. There is a very complete glossary of terms and a list of selected sources of materials. This course guide would be a very helpful addition to the teacher who wants background information, knowledge of study areas to be covered and appropriate student experiences within them. General ideas are provided while expecting the individual teacher to use his/her expertise in the specific methods to be used.

Art Specialist: The content is excellent in that it is thorough and sophisticated. The lists of activities are imaginative and valid, but I believe only the most highly trained teachers can use them without the aid of detailed strategies.

Title: SUPERVISED STUDY GUIDE FOR RELATED INSTRUCTION FOR COMMERCIAL ARTISTS

Subject/Discipline Area: Applied art/cooperative education

Date: 1969

Author, if specified: Jim Cockrum and L.A. Grimes, Jr.

Number of Pages: 145

Grade Level: 5__ 6__ 7__ 8__ 9__ 10__ 11__ 12__ Jr. High___ Sr. High X

Career Education Phase: Preparation Counselor Use__ Student Use X Teacher Use__

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?		X	
3. Are teaching strategies specified?			X
4. Are learning experiences specified?		X	
5. Are learning resources specified?	X		
6. Are evaluation procedures specified?	X		

Examples of Unit Titles: Introduction to Commercial Art, Poster Design, Drawing and Cartooning

Type of Material: Printed manual

Validation Method: Classroom use

Availability:

Contact Person and/or Ordering Source:

Original Developer:
University of Texas
Division of Extension
Industrial Education Department
Austin, Texas

Funding Source: Texas State Department of Education

COMMENTS: The large amount of student learning in this curriculum on commercial art is expected to take more than two years to complete. It was designed to be used by trade and industrial students, but various areas can be used by any student in any setting, although it would be most effective when combined with on-the-job experience. Assignment sheets specify the particular subject, aim, introductory information and questions to be answered by the student using both information sheets provided in the content and/or outside references. The questions are the major learning experiences and are usually cognitive. Occasionally job breakdown sheets accompany production activities. A separate test booklet is correlated with the units in the curriculum.

Title: THE FINE ARTS

Subject/Discipline Area: Art **Date:** 1974

Author, if specified: Kathleen Sokolowski **Number of Pages:** 169

Grade Level: 5__ 6__ 7__ 8__ 9__ 10__ 11__ 12__ Jr. High___ Sr. High X

Career Education Phase: Orientation/ Exploration Counselor Use__ Student Use__ Teacher UseX

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	___	X	___
2. Is the content specified?	X	___	___
3. Are teaching strategies specified?	X	___	___
4. Are learning experiences specified?	X	___	___
5. Are learning resources specified?	___	X	___
6. Are evaluation procedures specified?	___	X	___

Examples of Unit Titles: Textile Design and Decoration, Fashion Illustration, Cartooning

Type of Material: printed manual **Validation Method:** Field test in progress

Availability: Cost $2.50 when revised version available in 1975

Contact Person and/or Ordering Source:

Curriculum Laboratory
Vocational Technical Education Department
Bldg. 4103 - Kilmer Campus, Rutgers Univ.
New Brunswick, New Jersey 08903

Original Developer:

New Jersey State Department of Educati

Funding Source: New Jersey State Department of Education
Division of Vocational Education

COMMENTS: Five areas of applied art are covered in this field-test version. History, production techniques and job opportunities are some of the content developed. Manipulative experiences are incorporated into each unit and evaluation is based on performance. Simulated contests are developed as motivational devices as well as to give the impact of reality.

Outstanding appendices include: supplies list with illustrations, extensive glossaries per unit and a list of accredited art schools with annotations. Although the bibliography is adequate, individual units do not refer to specific learning resources.

Art Specialist: This is quite good and relatively easy for a teacher to use.

Title: A UNIT OF STUDY IN THE VIRGINIA DISTRIBUTIVE EDUCATION CURRICULUM: ADVERTISING

Subject/Discipline Area: Distributive Education **Date:** 1973

Author, if specified: **Number of Pages:** 435

Grade Level: 5__ 6__ 7__ 8__ 9__ 10__ 11X 12X Jr. High___ Sr. High___

Career Education Phase: Preparation **Counselor Use**__ **Student Use**__ **Teacher Use** X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?	X		
3. Are teaching strategies specified?	X		
4. Are learning experiences specified?	X		
5. Are learning resources specified?	X		
6. Are evaluation procedures specified?	X		

Examples of Unit Titles: Media as Communication, What do Advertising People do? Steps in Establishing and Operating a Classroom Advertising Agency

Type of Material: printed manual **Validation Method:** Unknown

Availability: Cost $4.50

Contact Person and/or Ordering Source:

Harry L. Smith, Special Assistant
Public Information and Publications
State Department of Education
Box 6Q, Richmond, Va. 23216

Original Developer:

Distributive Education Service
State Department of Education
Richmond, Virginia

Funding Source: Division of Vocational Education, Virginia State Department of Education

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COMMENTS: This complete and interesting handbook may owe much to the fact that advertising professionals were involved in its development. Another important factor is its compliance with a competency survey so that actual skills are taught.

An enormous variety of activities, which are both purposeful and exciting, is its greatest strength and the book culminates in the second section which is a simulated advertising agency in the classroom. Career information is a natural concomitant to this kind of learning. A glossary, directory of resources and many other aids ensure a thorough curriculum, although a few illustrations for student use might have livened up the content.

Art Specialist: This material deals primarily with the business and marketing aspects of advertising, rather than visual designing.

Title: A UNIT OF STUDY IN THE VIRGINIA DISTRIBUTIVE EDUCATION CURRICULUM: VISUAL MERCHANDISING

Subject/Discipline Area: Distributive Education
Cooperative Learning

Date: 1972

Author, if specified:

Number of Pages: 288

Grade Level: 5__ 6__ 7__ 8__ 9__ 10__ 11 X 12 X Jr. High___ Sr. High___

Career Education Phase: Preparation Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?	X		
3. Are teaching strategies specified?	X		
4. Are learning experiences specified?	X		
5. Are learning resources specified?	X		
6. Are evaluation procedures specified?		X	

Examples of Unit Titles: Line, Shape and Design; Arrangements for Visual Impact; Fixtures, Figures and Forms

Type of Material: printed manual

Validation Method: Unknown

Availability: Cost $2.

Contact Person and/or Ordering Source:

Harry L. Smith, Special Assistant
Public Information and Publications
State Department of Education, Box 6Q
Richmond, Virginia 23216

Original Developer:

Distributive Education Service
State Department of Education
Richmond, Virginia

Funding Source: Division of Vocational Education, Virginia State Department of Education

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COMMENTS: This is a revised version of two earlier units in Visual Advertising. It is very detailed in its instructions and there is an over-emphasis on teacher activity as opposed to student participation. Its strength is in the incorporation of on-the-job training with academic experience. Although the many illustrations are not especially attractive, they are useful as learning aids. Two actual DECA contest projects are good motivational devices. Student performance is measured by the quality of accomplishment, rather than by tests or papers. On completion of this course the student should have a well developed understanding of the elements of visual merchandising and a broad view of the whole field.

Art Specialist: Shows some bias toward "talented students" who are singled out to perform specialized tasks before the class. Also uses some stereotypes about male and female roles as consumers. Content is primarily directed at merchandising techniques.

Title: VISUAL MERCHANDISING THROUGH DISPLAY

Subject/Discipline Area: Applied Art/Distributive Ed. **Date:** 1972

Author, if specified: **Number of Pages:** 81

Grade Level: 5__ 6__ 7__ 8__ 9__ 10__ 11__ 12X Jr. High___ Sr. High___

Career Education Phase: Preparation Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?		X	
3. Are teaching strategies specified?	X		
4. Are learning experiences specified?	X		
5. Are learning resources specified?	X		
6. Are evaluation procedures specified?	X		

Examples of Unit Titles: Visual Merchandising Techniques, Planning a Display, Executing a Display

Type of Material: printed manual **Validation Method:** None

Availability: Cost $.50; Limited single copies to out-of-state educational institutions

Contact Person and/or Ordering Source:

Publications Distribution Unit
State Department of Education
Albany, New York 12234

Original Developer:

State Department of Education
Division of Curriculum Development
Albany, New York 12234

Funding Source:

Vocational Education Amendments of 1968

COMMENTS: This carefully constructed course is complete in its design and execution with a final unit devoted to how and where to find jobs in this field. An introduction explains its use and various sections on facilities, equipment and supplies, and expected outcomes add to its value as do appendices and a bibliography. There are a large number of thoughtful activities which include individual and group participation, experiential training, and awareness of the actual work done by professionals. The five-column format over the two pages of the open book is easy to read. Including resource materials within each unit would have been more helpful than listing them all at the back of the book.

Art Specialist: This is quite good. The content appears to be accurate and very well organized.

Title: APPAREL DESIGN & PRODUCTION: A SUGGESTED PROGRAM GUIDE

Subject/Discipline Area: Distributive Education Date: 1973

Author, if specified: Number of Pages: 111

Grade Level: 5__ 6__ 7__ 8__ 9__ 10__ 11 X 12 X Jr. High___ Sr. High___

Career Education Phase: Preparation Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?		X	
3. Are teaching strategies specified?	X		
4. Are learning experiences specified?	X		
5. Are learning resources specified?	X		
6. Are evaluation procedures specified?	X		

Examples of Unit Titles: Introduction to Fashion Drawing, Garment Construction, Finishing

Type of Material: printed manual Validation Method: Classroom use

Availability: Cost $1.40 S#1780-01178

Contact Person and/or Ordering Source:
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Original Developer:
Fashion Institute of Technology
New York, New York

Funding Source: U.S. Office of Education, Bureau of Occupational and Adult Education

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COMMENTS: This is one of a 5-part series of curriculum guides for the fashion industry A similar structure is contained in each guide. This course is a complete skill-development guide for entry-level jobs and includes sections on career advancement instruction. All instructional units could be completed in a year. A large variety of implementation information is included as are sections on facilities, equipment, supplies and trade associations. There is a common core of instruction for both apparel design and apparel production students, but different areas of instruction can be tailored for differing student needs. The areas of instruction relate to specific competencies needed in the fashion industry. As the instructional areas are in partial outline form, the instructor would have to be knowledgeable about the content to be taught.

Title: CAREER EXPLORATION IN THE FASHION INDUSTRY: A SUGGESTED PROGRAM GUIDE

Subject/Discipline Area: Distributive Education Date: 1973

Author, if specified: Number of Pages: 65

Grade Level: 5__ 6__ 7__ 8__ 9__ 10__ 11 X 12 X Jr. High___ Sr. High___

Career Education Phase: Exploration Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?	X		
3. Are teaching strategies specified?	X		
4. Are learning experiences specified?	X		
5. Are learning resources specified?	X		
6. Are evaluation procedures specified?	X		

Examples of Unit Titles: Overview of Fashion Industry Careers, Career Exploration in Fashion Merchandising, Career Exploration in Textile Design and Production

Type of Material: printed manual

Validation Method: Classroom use and validation

Availability: Cost $1.15 S/1780-01263

Contact Person and/or Ordering Source:
Superintendent of Documents
Government Printing Office
Washington, D.C. 20402

Original Developer:
Fashion Institute of Technology
New York, New York

Funding Source: U.S. Office of Education, Bureau of Occupational and Adult Education

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COMMENTS: This is the first of a 5-part series of curriculum guides for the fashion industry. It is meant to introduce students to careers in the fashion industry as a whole and in specific areas within it. These latter areas correlate with the four other guides in this series which provide in-depth experiences and job preparation. Excellent introductory and implementation information allows easy use of the complete guide. This exploratory guide is different from the others in that it relates learning experiences to individual behavioral objectives, Learning experiences run the gamut from hands-on to cognitive activities and exhibits and field trips. There is an explicit attempt to integrate occupational information with students' interests and abilities. Also each occupational module has a section of background material for the teacher which details manpower information, kinds of educational preparation needed, and the range of jobs within it.

Title: FASHION MERCHANDISING: A SUGGESTED PROGRAM GUIDE

Subject/Discipline Area: Distributive Education **Date:** 1973

Author, if specified: **Number of Pages:** 97

Grade Level: 5__ 6__ 7__ 8__ 9__ 10__ 11 X 12 X Jr. High___ Sr. High___

Career Education Phase: Preparation Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?		X	
3. Are teaching strategies specified?	X		
4. Are learning experiences specified?	X		
5. Are learning resources specified?	X		
6. Are evaluation procedures specified?	X		

Examples of Unit Titles: Basic Textiles, Display Design, Fashion Sales Promotion

Type of Material: printed manual **Validation Method:** Classroom use

Availability: Cost $1.50, Stock #1780-01260

Contact Person and/or Ordering Source:

Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402

Original Developer:

Fashion Institute of Technology
New York, N.Y. 10001

Funding Source: U. S. Office of Education, Bureau of Occupational and Adult Education

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COMMENTS: This guide was developed to give training for entry-level job placement as well as to assure the learner a broad view of the industry. Many areas of fashion merchandising are described, from simple to complex functions. Although the content is merely an outline, the other curriculum elements are particularly complete. The activities are varied from student participation in class to on-site inspections to role playing.

The many sections of supplementary information (e.g., representative trade associations, job descriptions, career ladder possibilities) make this document a practical and useful guide.

Title: PATTERN MAKING AND DESIGN I

Subject/Discipline Area: Home Economics/Fashion Design **Date:** 1967

Author, if specified: Antoinette J. Colicchio **Number of Pages:** 305

Grade Level: 5__ 6__ 7__ 8__ 9__ 10__ 11X 12X Jr. High___ Sr. High___

Career Education Phase: Preparation Counselor Use__ Student Use X Teacher Use__

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?	X		
3. Are teaching strategies specified?			X
4. Are learning experiences specified?	X		
5. Are learning resources specified?			X
6. Are evaluation procedures specified?		X	

Examples of Unit Titles: Introduction to Pattern Making and Design; Slopers, Closings and Extensions

Type of Material: printed manual **Validation Method:** Classroom use

Availability: $3.00

Contact Person and/or Ordering Source:

Vocational Technical Education Dept.
Curriculum Laboratory, Bldg. 4103
Rutgers University, Kilmer Campus
New Brunswick, New Jersey 08903

Original Developer:

Middlesex County Vocational & Technical Schools
New Brunswick, New Jersey

Funding Source: New Jersey State Department of Education, Division of Vocational Education

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COMMENTS: This student workbook is meant to teach the flat pattern making method so as to prepare students for jobs in designing rooms of clothing manufacturers. It is planned as a one-year course and proceeds in a narrative style with many helpful pictures.

The first few chapters are a basic review of terms and materials from introductory sewing. Next, students learn to make patterns as well as various styles of apparel. The individual areas of dress design are covered extensively. Assignments (learning experiences) often incorporate the evaluation procedures, but do not fully take their place. The curriculum prepares students specifically for dress design which can be used either as a vocation or avocation.

Title: TEXTILE DESIGN: A SUGGESTED PROGRAM GUIDE

Subject/Discipline Area: Distributive Education Date: 1973

Author, if specified: Number of Pages: 111

Grade Level: 5__ 6__ 7__ 8__ 9__ 10__ 11X 12X Jr. High___ Sr. High___

Career Education Phase: Preparation Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?		X	
3. Are teaching strategies specified?	X		
4. Are learning experiences specified?	X		
5. Are learning resources specified?	X		
6. Are evaluation procedures specified?	X		

Examples of Unit Titles: Textile Design I, II and III, Print Studio Techniques, Woven Design

Type of Material: Printed manual Validation Method: Classroom Use

Availability: Cost $1.60 S#1780-01262

Contact Person and/or Ordering Source:

Superintendent of Documents
U. S. Government Printing Office
Washington, D. C. 20402

Original Developer:

Fashion Institute of Technology
New York, N.Y. 10001

Funding Source: U. S. Office of Education, Bureau of Occupational and Adult Education

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COMMENTS: This is one of a five-part series of curriculum guides for the fashion industry. The same structure can be found in each guide and it is highly effective. A complete skill development program is included as well as descriptions of design jobs at different levels throughout the fashion world. Supplementary information (e.g.,extensive sections on facilities, competencies and limitations, educational and related preparation) is exceptionally helpful. The activities are correlated with the objectives in such a way that the learner is actively participating in design projects which make the objectives a reality.

Art Specialist: Content is extremely thorough, practical and reliable.

Crafts Specialist: This book would be an excellent resource guide for a fashion industry course or for a crafts course in weaving. Covers all the technical aspects of on-loom weaving in detailed outline form.

Title: FORT BENTON INDUSTRIAL ARTS CURRICULUM OUTLINE

Subject/Discipline Area: Industrial Arts Date: 1971

Author, if specified: Number of Pages: 42

Grade Level: 5__ 6__ 7X 8X 9X 10X 11X 12X Jr. High___ Sr. High___

Career Education Phase: Exploration Counselor Use__ Student Use__ Teacher UseX

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?			X
3. Are teaching strategies specified?			X
4. Are learning experiences specified?		X	
5. Are learning resources specified?	X		
6. Are evaluation procedures specified?			X

Examples of Unit Titles: Drawing and Wood Technology, General Arts and Crafts, Ceramics

Type of Material: microfiche Validation Method: Unknown

Availability: ERIC # ED 062 035

Contact Person and/or Ordering Source:

ERIC Document Reproduction Services
P.O. Box 190
Arlington, Virginia 22210

Original Developer:

Fort Benton Public Schools
Fort Benton, Montana

Funding Source: Elementary and Secondary Education Act - Title III

COMMENTS: Although this curriculum is an outline, its thoughtful presentation of general and specific objectives would be useful to others planning to organize a similar sequence. The objectives are especially well-stated and the experiences included relate directly to them.

No student evaluation procedures are mentioned, but the course is performance-based. A feedback instrument for teachers using the material is also included.

Title: LAFAYETTE PARISH CAREER EDUCATION CURRICULUM GUIDE: INDUSTRIAL ARTS

Subject/Discipline Area: Industrial Arts **Date:** 1973

Author, if specified: **Number of Pages:** 84

Grade Level: 5__ 6__ 7__ 8__ 9__ 10__ 11__ 12__ Jr. High X Sr. High X

Career Education Phase: Orientation/ Exploration Counselor Use__ Student Use__ Teacher UseX

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?	X		
3. Are teaching strategies specified?		X	
4. Are learning experiences specified?	X		
5. Are learning resources specified?	X		
6. Are evaluation procedures specified?		X	

Examples of Unit Titles: Woodworking-Cabinetmaker (grades 7-10), Mechanical Drawing, Drafting

Type of Material: printed manual **Validation Method:** Field test

Availability: Free, while supply lasts

Contact Person and/or Ordering Source:

J. Harold Hollier, Coordinator
Lafayette Parish School Board
P.O. Drawer 2158
Lafayette, Louisiana 70501

Original Developer:

Lafayette Parish Public Schools
Lafayette, Louisiana

Funding Source: Vocational Education Amendments of 1968 - Part C

COMMENTS: Introductory statements provide a solid background concerning the development of this career education program. Concepts and subconcepts are stated and they appear thoughtfully conceived and less biased than many others reviewed.

Six units are included in this guide and they run the gamut from drafting to automobile repair. Activities focus on what people in the field do as well as on group and individual projects which simulate the jobs of workers in industrial arts-related fields. The unit format includes job titles, vocabulary, and related academic activities which are helpful in broadening the scope of the area being studied.

Title: PROJECT FEEDER:(I) COMMERCIAL ART (II) GRAPHIC ARTS

Subject/Discipline Area: Applied Art Date: 1970

Author, if specified: Number of Pages: about 50 each

Grade Level: 5__ 6__ 7 X 8 X 9__ 10__ 11__ 12__ Jr. High___ Sr. High___

Career Education Phase: Orientation Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?			X
3. Are teaching strategies specified?			X
4. Are learning experiences specified?	X		
5. Are learning resources specified?	X		
6. Are evaluation procedures specified?	X		

Examples of Unit Titles: Nature of the Work , Specific Job Categories

Type of Material: Printed manual Validation Method:

Availability: Unavailable through Easton public schools

Contact Person and/or Ordering Source:

for information:
John T. Farrington
Easton Public Schools
Box 307
South Easton, Massachusetts 02375

Original Developer:

Public Schools of North Easton
N. Easton, Massachusetts

Funding Source:
Vocational Education Amendments of 1968-Part D

COMMENTS: These two volumes were developed to aid students in choosing future vocational programs: each performance objective is followed by contracts. The objectives and the contract activities are closely related so that the learner will have accomplished what was expected of him/her by the developers. The activities are well-balanced between cognitive and hands-on experiences. Each volume has an excellent introduction with the following sections described in detail: General Information, Major Job Categories, Occupational Environment, Teaching Materials and Bibliography.

Title: VISUAL COMMUNICATION

Subject/Discipline Area: Applied Arts

Date: 1973, Revised 1974

Author, if specified:

Number of Pages: 443

Grade Level: 5__ 6__ 7__ 8__ 9 X 10 X 11__ 12__ Jr. High___ Sr. High___

Career Education Phase: Orientation Counselor Use__ Student Use__ Teacher UseX

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?	X		
3. Are teaching strategies specified?	X		
4. Are learning experiences specified?	X		
5. Are learning resources specified?	X		
6. Are evaluation procedures specified?			X

Examples of Unit Titles: Visual Communication Industry, Photographic Communication, Technical Graphic Communication

Type of Material: printed manual

Validation Method: Field Test

Availability: Cost $6.

Contact Person and/or Ordering Source:

Lawrence Foth
Kansas State Department of Education
120 East Tenth
Topeka, Kansas 66612

Original Developer:

Wichita Public School System
Wichita State University
and
Kansas Department of Education

Funding Source: Kansas State Department of Education, Division of Vocational Education

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COMMENTS: This manual is one part of a project, "Conceptual Base for Industrial Education," and is an unusually complete curriculum guide (except for evaluation procedures). It was developed to give more than technological expertise to the learners. The authors' approach was to include theoretical material drawn from science, psychology, etc. This makes the content more interesting for the learner as well as giving him/her background for growth within the field. The material is devised to go from simple to complex, broad to specialized. Along with the usual curriculum elements, each chapter has reading lessons and instructional aid sections. Specially prepared slides are an integral part of the material.

Title: EXPLORING CAREERS IN PHOTOGRAPHY

Subject/Discipline Area: Applied arts

Date: Revised, 1973

Author, if specified: Ervin Schroeder

Number of Pages: 61

Grade Level: 5__ 6__ 7__ 8__ 9 X 10 X 11__ 12__ Jr. High___ Sr. High___

Career Education Phase: Exploration Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?	X		
3. Are teaching strategies specified?		X	
4. Are learning experiences specified?	X		
5. Are learning resources specified?	X		
6. Are evaluation procedures specified?		X	

Examples of Unit Titles: Film Technician, News Photographer, Video-Camera Engineer

Type of Material: printed manual

Validation Method: Field Test

Availability: Cost $1.

Contact Person and/or Ordering Source:

Charles Conover, Purchasing Dept.
Board of Education
2315 Iowa Street
Cincinnati, Ohio 45206

Original Developer:

Cincinnati Public Schools
Cincinnati, Ohio

Funding Source: Ohio State Department of Education

COMMENTS: This is one of a series of career orientation and exploration guides produced by the Cincinnati Public Schools. Revision of this manual was done according to suggestions made by participating teachers. The introductory activity is a photographic career interest survey in order to determine the kind of photographic work in which the student is most interested. Each subsequent unit is related to a job area within photography and the possibilities are extensive. Student participation and projects are stressed, from making a simple camera to a slide presentation. Resource people, telephone yellow pages, licensing requirements, etc. are used to give students a view of jobs, settings, "personality traits" and simple camera principles. The course should be taught by a knowledgeable photographer, although parts of it could be adapted to any school subject.

Title: AN INTRODUCTION TO THE ART OF PHOTOENGRAVING. VOLUMES 1 AND 2. TEACHER'S GUIDE.

Subject/Discipline Area: Applied art

Date: 1969, 1971

Author, if specified: Alexander Benze

Number of Pages: approx. 150 per volume

Grade Level: 5__ 6__ 7__ 8__ 9__ 10__ 11__ 12__ Jr. High___ Sr. High X

Career Education Phase: Preparation Counselor Use__ Student Use X Teacher Use X

Target Group, if other than heterogeneous class: Deaf students

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?	X		
3. Are teaching strategies specified?	X		
4. Are learning experiences specified?	X		
5. Are learning resources specified?		X	
6. Are evaluation procedures specified?	X		

Examples of Unit Titles: Copy and Artwork, Formulas and Charts, Process Photography

Type of Material: Printed manuals

Validation Method: Classroom use

Availability: Cost $7.00 per set

Contact Person and/or Ordering Source:

Curriculum Laboratory
Vocational-Technical Education Dept.
4103-Kilmer Campus, Rutgers University
New Brunswick, New Jersey 08903

Original Developer:

State of New Jersey
Department of Education
Division of Vocational Education

Funding Source: New Jersey State Department of Education, Division of Vocational Education

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COMMENTS: Although this curriculum guide was developed to teach photoengraving to deaf students, it can be used by hearing students as well. There are many excellent illustrations and the content of the teacher guide is primarily masters to be used in conjunction with the printed material for the students.

Volume 1 is a one-year program which introduces students to the equipment and processes. Each one to two page lesson plan includes objectives, content information, vocabulary and questions which are usually cognitive. The second volume takes an equal amount of time to complete and concentrates on full apprenticeship training in the processes. Only objectives and information comprise the lesson plans. Separate test sections are found at the back of each volume; however, a huge glossary is included only in Volume 2. This is a complete and thorough undertaking which would prepare students for, at least, entry-level jobs.

Title: PHOTOGRAPHER'S MATE 3 and 2. TRAINING MANUAL

Subject/Discipline Area: Photography **Date:** 1972

Author, if specified: **Number of Pages:** 685

Grade Level: 5__ 6__ 7__ 8__ 9__ 10__ 11__ 12X Jr. High___ Sr. High X

Career Education Phase: Preparation Counselor Use__ Student Use X Teacher Use__

Target Group, if other than heterogeneous class: Navy personnel

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?			X
2. Is the content specified?	X		
3. Are teaching strategies specified?			X
4. Are learning experiences specified?			X
5. Are learning resources specified?		X	
6. Are evaluation procedures specified?			X

Examples of Unit Titles: Naval Photography, Aerial Photography, Processing and Printing

Type of Material: printed manual and microfiche **Validation Method:** Test

Availability: Cost $6, ERIC #ED 069 919, VT 016 511

Contact Person and/or Ordering Source:
ERIC or Superintendent of Documents
U.S. Government Printing Office
Washington, D. C. 20402
(#D208.11:P56/6/971)

Original Developer:
Department of the Navy
Bureau of Naval Personnel

Funding Source: U. S. Department of Defense

COMMENTS: This technical manual is to prepare naval personnel for the lowest level of photographer's mate. It relates, in an explanatory manner, the history and theory of each unit before proceeding to the content. Each unit is detailed for a beginning learner although some scientific background is taken for granted. Definitions, diagrams and examples add to the general usefulness of this home-study curriculum.

Title: GRAPHIC ARTS

Subject/Discipline Area: Graphic arts Date: 1971

Author, if specified: Ronald Alden, et al. Number of Pages: 52

Grade Level: 5__ 6__ 7__ 8__ 9__ 10__ 11 X 12 X Jr. High___ Sr. High___

Career Education Phase: Preparation Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?			X
3. Are teaching strategies specified?			X
4. Are learning experiences specified?			X
5. Are learning resources specified?		X	
6. Are evaluation procedures specified?			X

Examples of Unit Titles: Line Camera, Color Separation, Cutting Unit

Type of Material: printed manual Validation Method: None

Availability: Free, limited to two per request

Contact Person and/or Ordering Source:

Richard L. Ayer, Consultant
Bureau of Vocational Education
Dept. of Education and Cultural Services
Augusta, Maine 04330

Original Developer:

Maine State Department of Education
Bureau of Vocational Education

Funding Source: Vocational Education Funds - Part B

COMMENTS: Units, which were not available for review, are necessary to evaluate the guide fully. The material in the units is based on a needs assessment survey done with 300 printing firms to assure that education is teaching what industry needs. Each unit guide includes a course description, objectives, prerequisite units, and a list of equipment and supplies needed.

Title: DUPLICATION PROCESSES, COURSE OF STUDY

Subject/Discipline Area: Graphic Arts Date: 1968

Author, if specified: Number of Pages: 66

Grade Level: 5__ 6__ 7__ 8__ 9__ 10 X 11 X 12__ Jr. High___ Sr. High___

Career Education Phase: Preparation Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?		X	
3. Are teaching strategies specified?			X
4. Are learning experiences specified?	X		
5. Are learning resources specified?	X		
6. Are evaluation procedures specified?	X		

Examples of Unit Titles: Layout and Design, Camera, Stripping

Type of Material: printed manual and microfiche

Validation Method: Unknown

Availability: Cost $4, ERIC #ED 059 407 , VT 013 532 Hard copy limited to libraries and prepaid

Contact Person and/or Ordering Source:
ERIC and Pittsburgh Public Schools
Bellefield at Forbes Ave.
Pittsburgh, Pennsylvania 15213

Original Developer:
Pittsburgh Board of Public Education
Pittsburgh, Pa.

Funding Source: Unknown

COMMENTS: This one-year course is designed to teach students both layout and printing techniques. Part of it is devoted to having students understand career and advancement opportunities in printing as well as factors involved in job success.

The evaluation procedures are correlated with the learning experiences.

Title: INDUSTRIAL EDUCATION INSTRUCTIONAL GUIDE FOR GRAPHIC ARTS

Subject/Discipline Area: Graphic Arts **Date:** 1974

Author, if specified: **Number of Pages:** 68

Grade Level: 5__ 6__ 7__ 8__ 9__ 10__ 11__ 12__ Jr. High X Sr. High X

Career Education Phase: Exploration Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?		X	
3. Are teaching strategies specified?			X
4. Are learning experiences specified?	X		
5. Are learning resources specified?	X		
6. Are evaluation procedures specified?		X	

Examples of Unit Titles: Information Presentation and Display Systems, The Graphic Arts Industry, Graphic Arts Design

Type of Material: printed **Validation Method:** Unknown

Availability: Cost $2.50

Contact Person and/or Ordering Source:

Vocational-Technical Education Section
Hawaii Department of Education
P.O. Box 2360
Honolulu, Hawaii 96804

Original Developer:

Hawaii Department of Education
Office of Instructional Services
Honolulu, Hawaii

Funding Source: State of Hawaii General Funds

COMMENTS: Two courses, Graphics I and II, are described in this guide as well as a sample of individualized instruction which could be developed by teachers. Evaluation in the form of pre/post tests would be contained in the "graphicpac" which is aimed at hands-on experiences. The teacher's guide outlines concepts and sub-concepts to be learned by the student as well as behavioral objectives. The approach is for students to learn more than the narrow area of skills development in the graphic arts field. History, societal implications, the broad industry, and entrance into it are elements which receive attention. Suggestions for interesting resource people from related fields, such as law and unions, broaden the scope of the courses. This is a carefully planned guide (although it is in outline form) and should accomplish what the authors set out to do -- stimulate further thinking and individualized instruction.

Title: PRINTING: LEARNER'S MANUAL AND INSTRUCTOR'S MANUAL

Subject/Discipline Area: Graphic arts Date: 1969

Author, if specified: Number of Pages: 254

Grade Level: 5__ 6__ 7__ 8__ 9__ 10__ 11__ 12__ Jr. High___ Sr. High X

Career Education Phase: Exploration Counselor Use__ Student Use X Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?		X	
3. Are teaching strategies specified?			X
4. Are learning experiences specified?		X	
5. Are learning resources specified?		X	
6. Are evaluation procedures specified?	X		

Examples of Unit Titles: Printing Planning, Composition, Copy Camera Work

Type of Material: Printed manuals Validation Method: Classroom use

Availability: Learner's manual: $2.75
Instructor's manual: $3.25

Contact Person and/or Ordering Source:

Instructional Materials Laboratory
The Ohio State University
1885 Neil Avenue
Columbus, Ohio 43210

Original Developer:

Ohio State Department of Education
Division of Vocational Education

Funding Source: Ohio State Department of Education, Division of Vocational Education

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COMMENTS: The major purpose of this curriculum and accompanying guide is to teach printing fundamentals to vocational education students. Surprisingly, there is little actual practice specified in either volume; although using them in conjunction with shopwork would alleviate this weakness. The structure is uniform in each: one page lesson plan for students. The main and subtopics are identified and are followed by purposes, references, related information and questions. The teacher's guide is an exact replica of the student manual with the addition of answers to the questions. The learning experiences are all cognitive and consist of answering the questions according to information from outside texts or the related information. To repeat, although the curriculum did not mention this relationship, it would seem wise to use this material to supplement the practical activities of the shop as the sameness of format and type of activity would otherwise be wearing on the student.

Title: TEACHER GUIDE TO AIRBRUSH

Subject/Discipline Area: Applied art Date: 1971

Author, if specified: Number of Pages: 76

Grade Level: 5__ 6__ 7__ 8__ 9__ 10__ 11__ 12__ Jr. High___ Sr. High X

Career Education Phase: Preparation Counselor Use__ Student Use__ Teacher UseX

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?	X		
3. Are teaching strategies specified?	X		
4. Are learning experiences specified?	X		
5. Are learning resources specified?		X	
6. Are evaluation procedures specified?			X

Examples of Unit Titles: Equipment and Material, Process, Suggested Rendering Projects

Type of Material: Printed manual Validation Method: Classroom use

Availability: Cost $2.00

Contact Person and/or Ordering Source:
New Jersey Vocational-Technical
Curriculum Laboratory-Rutgers University
4103 Kilmer Campus
New Brunswick, New Jersey 08903

Original Developer:
State of New Jersey
Department of Education
Division of Vocational Education

Funding Source: New Jersey State Department of Education

COMMENTS: The introduction to this teacher's guide explains the use of the airbrush and the many kinds of workers who need this skill. The content explains the actual practice and care of the airbrush as well as nine projects which improve the student's ability in its use. There are no evaluation procedures specified; however, helpful hints are valuable in perfecting the student's techniques. Large, helpful drawings are included. Although it is specified as a teacher's guide the level of writing and format would allow it to be used by students.

Title: WOODS AND WOOD TECHNOLOGY - A CURRICULUM GUIDE FOR INTERMEDIATE AND SECONDARY LEVEL PROGRAMS

Subject/Discipline Area: Industrial Arts

Date: 1974

Author, if specified:

Number of Pages: 100

Grade Level: 5__ 6__ 7__ 8__ 9__ 10__ 11__ 12__ Jr. High___ Sr. High___

Career Education Phase: Preparation Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	___	X	___
2. Is the content specified?	X	___	___
3. Are teaching strategies specified?	X	___	___
4. Are learning experiences specified?	X	___	___
5. Are learning resources specified?	X	___	___
6. Are evaluation procedures specified?	___	___	X

Examples of Unit Titles: Wood Lamination, PEG Diffusion, Wood Plastic Composition

Type of Material: printed manual

Validation Method: Field Test prior to Publication

Availability: limited

Contact Person and/or Ordering Source:

Eugene Brightwell
State Supervisor of Industrial Arts
State Department of Education
P.O. Box 480
Jefferson City, Missouri 65101

Original Developer:

Missouri Council for Industrial Arts

Funding Source: State funds

COMMENTS: "Exploratory Wood-working" is the first of four levels in wood technology and range in complexity to "Specialized Training". There are seven major processes to be learned which are consistent throughout all levels, and mention is made of the difficulty of each component. Pictures and diagrams are clear and add to the curriculum effectiveness. A section on finding information on career opportunities and activities relate the mastery of skills in schools to vocational opportunities using them. Appendices of visual aids, resource materials, and equipment are especially thorough.

COMMERCIALLY PUBLISHED MATERIALS FOR VISUAL ARTS	Grade Level	Career Ed. Stage	Text	Teacher's Manual	Student Workbook	Objectives	Teaching Strategies	Learning Experiences	Learning Resources	Evaluation Procedures
Architecture: Design, Engineering, Drawing. William P. Spence. Bloomington, Illinois: McKnight & McKnight, 1972.	A	P	Y	N	N	Y	N	Y	Y	N
Architecture: Residential Drawing & Design. Clois E. Kicklighter. Bloomington, Illinois: McKnight & McKnight.	H	P	Y	N	N	Y	S	Y	Y	Y
Assemblage: A New Dimension in Creative Teaching in Action. Victor D'Amico and Arlette Buckman. New York: The Museum of Modern Art, 1972.	J	E	N	Y	N	Y	Y	Y	Y	N
Binding of Books, The. Kenneth F. Perry and Clarence T. Baab. Bloomington, Illinois: McKnight & McKnight, 1967.	H	P	Y	N	N	Y	N	Y	Y	N
A Designer's Notebook. Arthur D. Anderson. Bloomington, Illinois: McKnight & McKnight, 1966.	H	P	Y	N	N	Y	N	Y	Y	S

CODE Grade Level: J = Junior High; H = High School; A = Advanced Secondary
Career Ed. Phase: E = Exploration; P = Preparation
Other Annotation: Y = Yes; S = Somewhat; N = None

	Grade Level	Career Ed. Stage	Text	Teacher's Manual	Student Workbook	Objectives	Teaching Strategies	Learning Experiences	Learning Resources	Evaluation Procedures
Designing with Type: A Basic Course in Typography. James Craig. New York, Watson-Guptill Publications, 1971.	A	P	Y	N	N	Y	N	Y	Y	N
Graphic Communications. Richard J. Brockhuezin. Bloomington, Illinois: McKnight & McKnight.	H	E	Y	N	N	Y	N	Y	Y	Y
Landscape We See, The. Garrett Eckbo. New York: McGraw Hill, 1969.	A	P	Y	N	N	Y	N	N	Y	N
Perspective: A Guide for Artists, Architects and Designers. Gwen White. New York: Watson-Guptill Publications, 1968.	A	P	Y	N	N	Y	N	Y	Y	N
Perspective: A New System for Designers. Jay Doblin. New York: Whitney, 1973, (ninth printing).	A	P	Y	N	N	Y	N	Y	Y	N

CODE Grade Level: J = Junior High; H = High School; A = Advanced Secondary
Career Ed. Phase: E = Exploration; P = Preparation
Other Annotation: Y = Yes; S = Somewhat; N = None

	Grade Level	Career Ed. Stage	Text	Teacher's Manual	Student Workbook	Objectives	Teaching Strategies	Learning Experiences	Learning Resources	Evaluation Procedures
Plastics: Projects and Techniques. Alvin R. Lappin. Bloomington, Illinois: McKnight & McKnight, 1965.	H	P	Y	N	N	Y	N	Y	Y	Y
Practical Photography. Robert A. McCoy. Bloomington, Illinois: McKnight & McKnight, 1972.	H	P	Y	N	N	Y	N	Y	Y	N
A Primer of Visual Literacy. Donis A. Dondis. Cambridge, Massachusetts: MIT Press, 1973.	A	P	Y	N	N	Y	N	Y	Y	N
Professional Cartooning: A Complete Course in Graphic Humor. Stanley Graydas. Huntington, New York: Robert F. Krieger Publishing, 1972.	A	P	Y	N	N	Y	N	Y	Y	N
Sculptural Idea, The. James J. Kelly. Minneapolis, Minnesota: Burgess, 1970.	A	P	Y	N	N	Y	N	S	Y	N

CODE Grade Level: J = Junior High; H = High School; A = Advanced Secondary
Career Ed. Phase: E = Exploration; P = Preparation
Other Annotation: Y = Yes; S = Somewhat; N = None

	Grade Level	Career Ed. Stage	Text	Teacher's Manual	Student Workbook	Objectives	Teaching Strategies	Learning Experiences	Learning Resources	Evaluation Procedures
Visual Design: A Problem Solving Approach. Lillian Ganett. New York: Reinhold, 1967.	H	P	Y	N	N	S	N	Y	N	N
Woodworking Technology. James J. Hammond, Edward T. Donnelly, Walter F. Harrod, and Norman A. Rayner. Bloomington, Illinois: McKnight & McKnight, 1972.	H	P	Y	N	N	Y	N	Y	Y	N

CODE Grade Level: J = Junior High; H = High School; A = Advanced Secondary
Career Ed. Phase: E = Exploration; P = Preparation
Other Annotation: Y = Yes; S = Somewhat; N = None

COMMERCIALLY PUBLISHED MATERIALS (UNAVAILABLE FOR REVIEW)

Advanced Woodwork and Furniture Making. John L. Feirer and Gilbert Hutchings. Peoria, Illinois: Bennett Books, 1972. (Student guide and masters)*.

Architectural Drafting. Jamaica, New York: Eye Gate House. (Transparencies).

Architectural Drafting. Herbert F. Belles and Walter A. Schmidt. New York: McGraw-Hill Book Company, Inc., 1971.

Architectural Drafting and Construction. Ernest Weidhaas. Boston: Allyn and Bacon, Inc., 1972.

Architectural Drafting and Design, 2nd Edition. Boston: Allyn and Bacon, Inc. (Instructors' handbook).

Architecture: A Book of Projects for Young Adults. Forrest Wilson. New York: Reinhold Book Corporation, 1968.

Art Metal and Enameling. Leslie V. Hawkins. Peoria, Illinois: Bennet Books, 1974 (revised).

Basic Crafts. Peoria, Illinois: Bennett Books. (Student guides).

Bench Woodwork. John L. Feirer. Peoria, Illinois: Bennett Books, 1972 (revised). (Student guide).

Cabinetmaking and Millwork. Peoria, Illinois: Bennett Books.

Ceramics: The Art and Craft of Making Pottery. Riverside, New Jersey: MacMillan Library Services. (Filmstrips).

Color Dynamics Kit. Austin, Texas: University of Texas, 1968.

Designing Dress Patterns. Helen Nicol Tanous. Peoria, Illinois: Bennett Books, 1971.

Drawing and Planning for Industrial Arts. John L. Feirer. Peoria, Illinois: Bennett Books. (Worksheets).

*Notes in parentheses refer to supplementary materials which correlate with main title. Also, if other than printed material, it is noted.

Drawing for Product Planning. George E. Stephenson. Peoria, Illinois: Bennett Books. (Student guide, masters).

General Architectural Drawing. William E. Wyatt. Peoria, Illinois: Bennett Books. (Student guide, and architectural detailing masters).

General Woodwork. Vernon. Austin, Texas: Steck Vaughn. (Worktext edition).

Graphic Architectural Drafting. J. Edgar Ray. Bloomington, Illinois: McKnight and McKnight, 1960 (revised).

Graphic Arts. David Carlson. Peoria, Illinois: Bennett Books, 1970.

Graphics Learning Network, The. Mt. Prospect, Illinois: Addressograph Multigraph.

Homes Today and Tomorrow. Ruth F. and George H. Sherwood. Peoria, Illinois: Bennett Books, 1972. (Guide and masters).

Industrial Arts Drawing. Clark and Glazener. Austin, Texas: Steck Vaughn. (Worktext edition).

Industrial Arts Plastics. Lauton Edwards. Peoria, Illinois: Bennett Books, 1974, (revised).

Industrial Arts Woodworking. John L. Feirer. Peoria, Illinois: Bennett Books, 1972. (Workbook).

Landscape Horticulture. Los Angeles: University of California, Agriculture Extension Service. (Filmstrip).

Opportunities in Clothing. Irene E. McDermott and Jeanne L. Norris. Peoria, Illinois: Bennett Books, 1972 (revised).

Ornamental Horticulture Experience Program Planning Guide and Record Book. Danville, Illinois: Interstate Printers and Publishers, Inc.

Ornamental Horticulture Source Units for Vocational Teachers. Danville, Illinois: Interstate Printers and Publishers, Inc. (50 Lab Exercises for Vocational Ornamental Horticulture Students).

Pattern Drafting and Dressmaking. Dorothy Moore. Racine, Wisconsin: Golden/ Western.

Practical Lettering and Layout. Frederick J. Mitchell. Chester Springs, Pennsylvania: Dufour Editions, Inc.

Practice of Printing, The. Ralph W. and Edwin Polk. Peoria, Illinois: Bennett Books, 1971.

Technique of Wood Sculpture, The. New York: Arco Publishing Company.

Woodworking Technology. James Hammond, Edward Donnelly, Walter Harrod and Norman Rayner. Bloomington, Illinois: McKnight and McKnight. (Study guide).

World of Acrylics, The. Philadelphia: Rohm and Haas Educational Services, 1974. (Multi-media kit).

LEARNING RESOURCES OF VISUAL ARTS CAREERS AND MISCELLANEOUS INFORMATION

Architecture Careers:

Architecture and Your Life. Washington, D.C.: American Institute of Architects, 1969. (Filmstrip).

Careers in Architecture (Chapter 4 of the Architect's Handbook of Professional Practice). Washington, D.C.: American Institute of Architects, 1972.

New Architect, The. Washington, D.C.: American Institute of Architects, 1973.

Opportunities in an Architecture Career. Robert J. Piper. Louisville, Kentucky: Vocational Guidance Manuals, 1970.

So You Want to Be an Architect. Carl Meinhardt. New York: Harper and Row, 1969.

What Can She Be? An Architect. Gloria and Esther Goldreich. New York: Lothrop, Lee and Shepard, 1973.

Young Women in Architecture-A Battleground of the Spirit. New York: Alumnae Advisory Center, 1966.

Your Future in Architecture. Richard Roth. New York: Richards Rosen Press.

Miscellaneous Architecture Resources:

Architectural Schools in North America. Washington, D.C.: Association of Collegiate Schools of Architecture, Inc.

Architecture: A Profession and a Business. Morris Lapidus. New York: Reinhold Publishing Company, 1967.

1974-75 Accredited Programs in Architecture. Washington, D.C.: National Architectural Accrediting Board, Inc. 1974.

Landscape Architecture Careers:

Architect. Kankakee, Illinois: Imperial International Corporation.

Careers in the Floral Industry. Alexandria, Virginia: The Society of American Florists.

Careers in Ornamental Horticulture. San Luis Obispo, California: Vocational Education Productions, 1970. (Filmstrip).

Choosing a Career in Ornamental Horticulture. San Luis Obispo, California: Vocational Education Productions, 1970.

Landscape Architecture: A Professional Career in Land Planning. McLean, Virginia: American Society of Landscape Architects, 1972.

Landscaper. Santa Monica, California: BFA. (Film).

Opportunities in Landscape Architecture. Ralph E. Griswold. Louisville, Kentucky: Vocational Guidance Manuals, 1970.

Opportunities in Ornamental Horticulture. Urbana, Illinois: Vocational Agriculture Service, University of Illinois. (Filmstrip).

Ornamental Horticulture as a Vocation. Tennessee: Kingsport Press.

Your Future in Landscape Architecture. John Frazier. New York: Richards Rosen Press, 1967.

Miscellaneous Landscape Architecture Resources:

Flowers to Wear. San Luis Obispo, California: Vocational Education Productions. (Filmstrip).

List of Accredited Schools in Landscape Architecture. Moravia, New York: Chronicle Guidance Publications, 1967.

General Art Careers:

Art Career Guide. Donald Holden. New York: Watson-Guptill, 1973.

Art Career Posters. Portland, Maine: J. Weston Walch.

Art Careers. Claire Roth. New York: Henry Z. Walck, Inc.

Artists at Work Series. Holyoke, Massachusetts: Scott Educational Division. (Film

Careers in Art. Los Angeles, California: S L Film Productions. (Film).

Careers in the Fine Arts. Stamford, Connecticut: Educational Dimensions Corporation. (Filmstrip).

Careers in the Fine Arts: Painter-Sculptor. Stamford, Connecticut: Educational Dimensions Corporation. (Filmstrip).

Careers in Illustration. Stamford, Connecticut: Educational Dimensions Corporation. (Filmstrip).

Creative Arts Career Curriculum. Stamford, Connecticut: Educational Dimensions Corporation. (Filmstrip).

Fine Arts. Philadelphia: CFI. (Film).

Jobs in Art. Chicago: Science Research Associates, Inc., 1966.

People and Choices. New York: Harcourt Brace Jovanovich.

People Who Create Art. Pleasantville, New York: Guidance Associates. (Filmstrip).

Printmaking: Four Artists, Four Media. Santa Monica, California: BFA Educational Media. (Film).

Teaching Art as a Career. Washington, D.C.: National Art Education Association.

Your Career in Art. Philadelphia: Philadelphia College of Art, 1974.

Zinga, Zinga, Za. Chicago: Public Broadcasting System, WTTW. (Pulitzer Prize winning cartoonist talks about his career).

Miscellaneous General Art Resources:

American Painting: An Information Guide. Detroit: Gale Research Company, 1974.

Art and Man. New York: Scholastic Magazines. (Periodical).

Artist Guide to His Market, The. Betty Chamberlain. New York: Watson-Guptill.

Arts Management Handbook, The: A Guide for Those Interested in or Involved with the Administration of Cultural Institutions. Alvin H. Reiss. New York: Law-Arts Publishing Company, 1970.

Fine Artists at Work. Bayside, New York: AIDS, Inc. (Filmstrip).

How to Make a Living as a Painter. Kenneth Harris. New York: Watson-Guptill.

1969 American Artist Art School Directory. Washington, D.C.: National Art Education Association.

Preparation for Art. June McFee. Belmont, California: Wadsworth Publishing Company, 1970.

Seventeen Black Artists. Elton C. Fax. New York: Dodd, Mead and Company, 1971.

Applied Art Careers:

Aim for a Job in Art and Graphic Design. Neil S. Fujita. New York: Richards Rosen Press, 1968.

Art Careers in Advertising. Stamford, Connecticut: Educational Dimensions Corporation, 1968. (Filmstrip).

Career for You in the Comics, A. New York: The Newspaper Comics Council, 1973.

Career in Teaching Industrial Arts, A. Washington, D.C.: American Industrial Arts Association.

Careers and Opportunities in Fashion. Barbara Brenner. New York: E.P. Dutton and Company, 1964.

Careers in Fashion Design. Stamford, Connecticut: Educational Dimensions Corporation. (Filmstrip).

Careers in Illustration. Stamford, Connecticut: Educational Dimensions Corporation, 1968. (Filmstrip).

Careers in Interior Design. Stamford, Connecticut: Educational Dimensions Corporation. (Filmstrip).

Commercial Artist, The. Washington, D.C.: American Advertising Federation, 1974.

Commercial Artist. Bayside, New York: AIDS, Inc. (Filmstrip).

Designer, The. Memphis, Tennessee: National Cotton Council of America Audiovisual Services. (Filmstrip).

Designing Woman. Virginia Volland. New York: Doubleday Company, 1966.

Fashion as a Career. Edith Head. New York: Julian Messner.

Interior Design Student Career Guide. New York: National Society of Interior Designers, 1971.

Medical Illustration. Chicago: Association of Medical Illustrators, 1973.

Medical Illustration. Baltimore, Maryland: Association of Medical Illustrators, Johns Hopkins Medical School, 1966.

Medical Illustrator, Medical Photographer. Richmond, Virginia: Virginia Health Careers, Virginia Council on Health and Medical Care, 1974.

Opportunities in Industrial Design. Arthur J. Pulos. Louisville, Kentucky: Vocational Guidance Manuals, 1970.

Son of This Land. Chicago: Children's Press, 1970. (American Indian art director).

Student Career Guide. New York: National Society of Interior Designers, 1968.

Your Career in Interior Design. Robert V. Doyle. New York: Julian Messner, 1969.

Your Future in Fashion Design. New York: Richards Rosen Press, 1969.

Your Future in Interior Design. Michael Greer. New York: Richards Rosen Press, 1970.

Your Future in Medical Illustrating: Art and Photography. Julia and Massy Nakamura. New York: Richards Rosen Press, 1971.

Miscellaneous Applied Arts Resources:

Advertising Agency and Studio Skills. Tom Cardamone. New York: Watson-Guptill.

Commercial Art as a Business. Fred C. Rodewald and Edward M. Gottschall. New York: Viking Press, 1971.

Commercial Artist's Handbook. John Snyder. New York: Watson-Guptill.

Design for You. E.J. Beitler and B.C. Lockhart. New York: John Wiley and Sons, Inc., 1965.

Directory of Institutions Offering Interior Design Education. Kew Gardens, New York: Interior Design Education Council, 1968.

Fashion. Minneapolis: Dillon Press, Inc.

Fell's Guide to Commercial Art. Roy P. Nelson and Byron Ferris. New York: Frederick Fell, Inc., 1967.

Graphic Design in Educational Television. Beverly Clarke. New York: Watson-Guptill.

Illustrating Fashions. Eunice M. Sloane. New York: Harper and Row, 1968.

List of Leading Art Schools. New York: National Association of Schools of Design.

Crafts Careers:

Birch Canoe Builder, The. New York: ACI Films.

Modern Craftsman, The. Bayside, New York: AIDS, Inc. (Filmstrip).

Sam Maloof: Woodworker. New York: ACI Films, 1974. (Film).

Wood Craftsman. New York: ACI Films. (Film).

Yesterday's Crafts Today. Jamaica, New York: Eye Gate. (Filmstrip).

Miscellaneous Crafts Resources:

By Hand: A Guide to Schools and a Career in Crafts. John Coyne and Tom Hebert. New York: E.P. Dutton, 1974.

Directory of Colleges and Universities Offering Degrees in Industrial Arts. Washington, D.C.: American Industrial Arts Association.

Handbook and Resource Guide for New Craft Groups. Ann and Mike Hughes and David Bellows. Knoxville, Tennessee: Commission on Religion in Appalachia, Inc., 1972.

How to Start Your Own Craft Business. Herb Genfan and Lyn Taetzsch. New York: Watson-Guptill, 1973.

You Can Be a Carpenter. Arthur Liebers. New York: Lothrop, Lee and Shepard, 1973.

Graphic Arts Careers:

Answers to Some Questions About Careers in Graphic Communications. Pittsburgh, Pennsylvania: Education Council of the Graphic Arts Industry, Inc., 1971.

Career in Typography Today, A. Pittsburgh, Pennsylvania: Graphic Arts Technical Federation.

"Careers for the 70's in the Graphic Arts." Ross D. Martin. Industrial Education Magazine, September 1972, Volume 61, #6.

Careers in Graphic Communications. Pittsburgh, Pennsylvania: Education Council of the Graphic Arts Industry, Inc., 1968.

Careers in Printing. Rochester, New York: Rochester Institute of Technology, 1965.

Exploring Your Future in Graphic Arts and Publishing. Milwaukee, Wisconsin: Sextant Systems, Inc., 1971.

Graphic Arts and Drafting Career Curriculum. Stamford, Connecticut: Educational Dimensions Corporation. (Filmstrip).

Ideas Won't Keep. Rochester, New York: Eastman Kodak Company Audiovisual Service, 1970. (Filmstrip).

Introduction to Careers Concerning Ideas in Print: Positions in the Printing, Publishing, and Packaging Fields. Rochester, New York: Eastman Kodak Company Professional, Commercial and Industrial Markets Division.

Is Graphic Arts the Career for You. Pittsburgh, Pennsylvania: Graphic Arts Technical Federation.

Lithography-The Modern Method of Graphic Communication. New York: National Association of Printers and Lithographers.

Opportunities in Graphic Arts Careers. Raymond A. Ballinger. Louisville, Kentucky: Vocational Guidance Manuals, 1968.

Your Future in Printing. George Reinfeld, Jr. New York: Richards Rosen Press, 1969

Miscellaneous Graphic Arts Resources:

Graphic Communications-We Used to Call It Printing. Wilmington, Delaware: E.I. Dupont de Nemours and Company, Inc.

Technical Schools, Colleges and Universities Offering Courses in Graphic Communications. Pittsburgh, Pennsylvania: Graphic Arts Technical Federation.

Photography Careers:

Cameras and Careers. Rochester, New York: Eastman Kodak Company, 1970. (Film)

Careers in Photography. Rochester, New York: Rochester Institute of Technology, 1965.

Careers with a Camera. Roy Pinney. New York: J.B. Lippincott Company, 1969.

Occupations in the Film Processing and Finishing Industry. New Jersey State Employment Service, 1969. ERIC #ED 051 432.

Focus on Your Future. Des Plaines, Illinois: Professional Photographers of America, Inc., 1968.

Free Lance Magazine Photographer. Philadelphia: Chilton Book Company.

Getting Started in Photojournalism. Lee Payne. Philadelphia: Chilton Book Company, 1967.

Opportunities in Photography Careers. Bervin M. Johnson. Louisville, Kentucky: Vocational Guidance Manuals, 1969.

Photography: An Information Guide. Detroit: Gale Research Company, 1975.

Photography in Your Future. Rochester, New York: Eastman Kodak Company. (Brochure)

Photography Is. Rochester, New York: Eastman Kodak Company, 1969. (Filmstrip)

Press Photography. New York: MacMillan Company.

Written on Film. Chicago: Children's Press, Inc. (Japanese-American commercial photographer).

Your Future as a Photographer. New York: Harcourt Brace World, 1969.

Your Future in Photography. Victor Keppler. New York: Richards Rosen Press, 1973.

Miscellaneous Photography Resources:

American Film Institute Guide to College Courses in Film and Television, The. Michele Herling, ed. Washington, D.C.: Acropolis Books, Ltd., 1973.

Famous Photographers: Excellence in Professional Photography as Seen Through The Lives and Works of Five Masters. Foree Aylesa. Philadelphia: MacRae Smith Company, 1968.

Film Schools List. Des Plaines, Illinois: Professional Photographers of America, Inc.

Film Study in Higher Education. David C. Stewart. Washington, D.C.: American Council on Education, 1966.

Survey of Motion Picture, Still Photography and Graphic Arts Instruction, A. Rochester, New York: Eastman Kodak Company, 1971.

Where and How to Sell Your Pictures. Arvel Ahlers. New York: AMPHOTO, 1974.

You and Your Camera. Lou Jacobs. New York: Lothrop, Lee and Shepard, 1971.

WRITING CURRICULUM FROM EDUCATIONAL AGENCIES

Title: EXPLORING CAREERS IN WRITING FOR THE MARKET

Subject/Discipline Area: Language Arts **Date:** 1973

Author, if specified: Gracemarie Campbell **Number of Pages:** 59

Grade Level: 5__ 6__ 7__ 8__ 9 X 10 X 11__ 12__ Jr. High___ Sr. High___

Career Education Phase: Exploration Counselor Use__ Student Use X Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?	X		
3. Are teaching strategies specified?	X		
4. Are learning experiences specified?	X		
5. Are learning resources specified?	X		
6. Are evaluation procedures specified?	X		

Examples of Unit Titles: Literary Writer, Continuity Writer, Script Writer, Technical Writer

Type of Material: printed manual **Validation Method:** Classroom Use

Availability: Cost $1.10

Contact Person and/or Ordering Source:

Charles Conover, Purchasing Dept.
Board of Education
2315 Iowa Street
Cincinnati, Ohio 45202

Original Developer:

Cincinnati Public Schools
Cincinnati, Ohio

Funding Source: Ohio State Department of Education

COMMENTS: This tentative guide is one of a series produced by the Cincinnati Public Schools for the career education orientation and exploration stages. It is planned as a ten-week course and the introduction works as an implementation strategy. Lesson plans are structured around eight writing careers, exclusive of journalism, as that is covered in a separate manual. Many student exercise forms are included. Research, learning-by-doing, and field trips are some of the activities emphasized. Time is allowed for relating self-characteristics to the field under consideration. The appendices provide forms, suggestions for use, and resources. This guide is one of the best in the Cincinnati group.

Humanities Specialist: This unit is very similar in format and type of content to the one on journalism careers also prepared by Cincinnati. There is an appropriate emphasis on careers themselves and the activities are excellent. Thoroughness is a definite plus.

Wake Up and Write. William Manners. New York: Arco Publishing Company, 1965.

Write Now! Insights into Creative Writing. Anne Wescott Doodd. New York: The Globe Book Company, Inc., 1973.

Write Thing, The. Raymond E. Lemley. Boston: Houghton-Mifflin Company, 1974.

Writing News for Broadcast. Edward Bliss. New York: Columbia University Press, 1971.

COMMERCIALLY PUBLISHED MATERIALS (UNAVAILABLE FOR REVIEW)

Alternatives Series. Menlo Park, California: Addison-Wesley Publishing Company, 1972 and 1973.

Domains in Language and Composition Series. Jean Saunders and Jean Sisk. New York: Harcourt Brace Jovanovich, Inc., 1972.

Ethics and Techniques of Advertising. Peoria, Illinois: Bennett Books.

Getting Started in Journalism. Jack Gillespie and Herschel O. Engebretson. Glassboro, New Jersey: Educational Impact, 1973.

Journalism: Dateline, the World. Carl Giles. New York: Richards Rosen Press, 1973. (Student workbook)*.

Journalism for Today. Donald L. Ferguson and Jim Patten. Skokie, Illinois: National Textbook Company, 1972.

Journalism in the Mass Media. Norman Moyes, et al. New York: Ginn Company, 1970. (Teacher manual, student textbook, and laboratory manual).

Jounalism Practicuum. Peoria, Illinois: Bennett Books.

Junior High Journalism. Homer Hall. New York: Richards Rosen Press, 1973. (Teacher guide, student workbook, and teacher workbook).

Reviewing for the Media. Peoria, Illinois: Bennett Books.

Success in Writing 1-6. Joyce Steward, et al. Menlo Park, California: Addison-Wesley Publishing Company, 1968.

Television News Writing, Editing, Filming, Broadcasting. Irving E. Fang. New York: Hastings House, 1968.

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*Notes in parentheses refer to supplementary materials which correlate with main title. Also, if other than printed material, it is noted.

COMMERCIALLY PUBLISHED MATERIALS FOR WRITING	Grade Level	Career Ed. Stage	Text	Teacher's Manual	Student Workbook	Objectives	Teaching Strategies	Learning Experiences	Learning Resources	Evaluation Procedures
Journalism for Today: An Introduction for High School Students. Donald L. Ferguson and Jim Patten. Skokie, Illinois: National Textbook Company, 1974.	H	E	Y	N	N	Y	N	Y	Y	N
Newspapermen: An Introduction to Journalism. Eric Rhodin. New York: Odyssey, 1967.	H	E	Y	N	N	S	N	N	S	N
Newswriting and Reporting Public Affairs. Chilton R. Bush. Philadelphia: Chilton, 1972.	A	P	Y	N	N	Y	N	Y	Y	N
Reportorial Writing. Paul V. Sheehan. Radnor, Pennsylvania: Chilton, 1972.	H	E	Y	N	N	Y	N	Y	Y	N
Reviewing for the Mass Media. Todd Hunt. Philadelphia: Chilton, 1972.	H	P	Y	N	N	S	N	N	Y	N

CODE Grade Level: J = Junior High; H = High School; A = Advanced Secondary
Career Ed. Phase: E = Exploration; P = Preparation
Other Annotation: Y = Yes; S = Somewhat; N = None

Title: THE NEWSPAPER

Subject/Discipline Area: Language Arts **Date:**

Author, if specified: **Number of Pages:** 87

Grade Level: 5__ 6__ 7__ 8__ 9X 10__ 11__ 12__ Jr. High___ Sr. High___

Career Education Phase: Exploration Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?	X		
3. Are teaching strategies specified?	X		
4. Are learning experiences specified?	X		
5. Are learning resources specified?		X	
6. Are evaluation procedures specified?	X		

Examples of Unit Titles: News Style, Writing the News, Parts of a Newspaper

Type of Material: microfiche **Validation Method:** Classroom Use

Availability: ERIC # ED 067 490, VT 015 312

Contact Person and/or Ordering Source:

ERIC Document Reproduction Services
P.O. Box 190
Arlington, Virginia 22210

Original Developer:

Jefferson County School District
Lakewood, Colorado

Funding Source: National Institutes of Education

COMMENTS: Completeness is a hallmark of this curriculum and its major strength is a variety of activities leading from the simple to the complex. The organizational structure has three parts: Phase I is beginning lesson plans; Phase II is individualized student materials and Phase III is more advanced and creative experiences. All student worksheets, tests and subject matter are included. A pre-test is used as a diagnostic tool for placement and a pre-lesson strategy gives practical advice in presenting the unit.

Humanities Specialist: This unit is very complete and the activities are well conceived. The purpose of this unit is not exploration of newspaper work as a career, but rather to improve the students' spelling and their speed of reading newspapers; however, neither of these objectives is dealt with explicitly, though the unit is carefully constructed.

Title: JOURNALISTIC WRITING - AN EXPERIENCE IN WRITTEN COMMUNICATION

Subject/Discipline Area: Language Arts **Date:**

Author, if specified: **Number of Pages:** 126

Grade Level: 5__ 6__ 7__ 8__ 9__ 10 X 11 X 12 X Jr. High___ Sr. High___

Career Education Phase: Exploration Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?	X		
3. Are teaching strategies specified?	X		
4. Are learning experiences specified?	X		
5. Are learning resources specified?	X		
6. Are evaluation procedures specified?	X		

Examples of Unit Titles: Qualities of a Good Reporter, Preparation of Copy, Copy Editing Marks

Type of Material: microfiche **Validation Method:** Classroom Use

Availability: ERIC # ED 067 490, VT 015 332

Contact Person and/or Ordering Source:

ERIC Document Reproduction Services
P.O. Box 190
Arlington, Virginia 22210

Original Developer:

Jefferson County School District
Lakewood, Colorado

Funding Source: National Institute of Education

COMMENTS: The complete course can be taken without previous preparation. It teaches the elements of writing through the vehicle of the newspaper. Writing and analysis are emphasized in the activities. The appendices contain the content which includes newspaper terms, symbols and style; examples; and tests and alternative methods. This is an easy to use curriculum guide which relies on student participation.

Humanities Specialist: Although this is the same type of carefully referenced unit as the Jefferson County one on newspapers for 9th grade, it focuses more on reporters and what they do. After all the activities involving writing stories, editorials, headlines, copyediting, etc., the unit did not call for the production of a newspaper! The format of two columns requiring constant references to the appendices could be very hard for a teacher to follow.

Title: EXPLORING WRITING CAREERS IN JOURNALISM

Subject/Discipline Area: Language Arts

Date: Revised, 1973

Author, if specified: Carol Beirne

Number of Pages: 50

Grade Level: 5__ 6__ 7__ 8__ 9 X 10 X 11__ 12__ Jr. High___ Sr. High___

Career Education Phase: Exploration Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?	X		
3. Are teaching strategies specified?		X	
4. Are learning experiences specified?	X		
5. Are learning resources specified?	X		
6. Are evaluation procedures specified?	X		

Examples of Unit Titles: Copyreader, Feature Writer, Special Editor

Type of Material: printed manual

Validation Method: Unknown

Availability: Cost $1.

Contact Person and/or Ordering Source:

Charles Conover, Purchasing Dept.
Cincinnati Public Schools
2315 Iowa Street
Cincinnati, Ohio 45202

Original Developer:

Cincinnati Public Schools
Cincinnati, Ohio

Funding Source: Ohio State Department of Education

COMMENTS: This tentative guide is one of a series produced by the Cincinnati Public Schools for the career education orientation and exploration stages. It is planned as a ten-week course and an introduction works as an implementation strategy. Learning about individual jobs and then seeing their relationship culminates in producing a newspaper. Activities are developed according to seven writing jobs and some of the kinds of experiences include job analyses, interviews, and actual writing in the method being studied. Students evaluate the finished product although no guidelines are given. There is a self-evaluation checklist related to the material learned in the course. Necessary forms and pertinent information are reproduced in the appendix, but the resources given are mostly local.

Humanities Specialist: This curriculum guide is a good example of career education. Although a major activity involves the process in the field itself (how to produce a newspaper) the focus is on the jobs involved. Most of the activities seem sensible and the guide is detailed enough for other teachers to be able to use it with ease.

LEARNING RESOURCES OF WRITING CAREERS AND MISCELLANEOUS INFORMATION

General Writing Careers:

Blacks in Communications. M.L. Stein. New York: Julian Messner, 1972.

Careers for Good Writers. Portland, Maine: J. Weston Walch, 1970. (Posters).

Careers of English Majors, The. Elizabeth Berry. Urbana, Illinois: National Council of Teachers of English, 1966.

Careers Unlimited. Austin, Texas: Women in Communications, Inc., 1972.

Jobs and Opportunities for Writers. Cincinnati, Ohio: Writer's Digest.

Jobs in Communication. Edward Wakin. New York: Lothrop, Lee and Shepard.

Looking Forward to a Career in Writing. Ethel Tigue. Minneapolis: Dillon Press, 1970.

Story of a Writer, The. New York: Sterling Publishers. (Film).

Miscellaneous General Writing Resources:

English: The Pre-Professional Major. Linwood E. Orange. Modern Language Association of America, 1972.

Introduction to Mass Communications. Edwin Emery. New York: Dodd, Mead and Company, 1965.

Literary and Library Prizes. Olga S. Weber. New York: R. R. Bowker Company, 1967.

Writers on Writing. Morristown, New Jersey: General Learning Corporation, Silver Burdett Division. (Films).

Writing to Sell. Meredith Scott. New York: Harper and Row, 1974.

Specialized Writing Careers.

Business Communication as a Career. San Francisco, California: International Association of Business Communicators.

Careers in the Business Press. New York: American Business Press, Inc.

Guide to Careers in Science Writing, A. Sea Cliff, New York: National Association of Science Writers.

Is Technical Writing Your Career? Washington, D.C.: Society for Technical Communication, 1973.

Let's Look at Careers in Agricultural Journalism. Madison, Wisconsin: Department of Agricultural Journalism, University of Wisconsin.

Opportunities in Free Lance Writing. Hazel C. Maxon. Louisville, Kentucky: Vocational Guidance Manuals, 1964.

Opportunities in Technical Writing. Jay R. Gould. Louisville, Kentucky: Vocational Guidance Manuals, 1964.

People Who Organize Facts - Sports Editor. Pleasantville, New York: Guidance Associates, 1972. (Filmstrip).

Professional Careers in Technical Journalism. Fort Collins, Colorado: Colorado State University.

Report of the Opportunities in Free Lance Writing as a Career or as an Avocation. Denver, Colorado: National Writers Club, 1968.

Story of a Foreign Correspondent, The. New York: Sterling Educational Films, 1965. (Film).

Why Not Be a Technical Writer? Washington, D.C.: Department of Labor, 1971.

Your Future in Technical and Science Writing. Emerson Clarke and Vernon Root. New York: Richards Rosen Press, 1972.

Miscellaneous Specialized Writing Resources:

How to Be an Successful Copy Writer. New York: Arco Publishing Company.

Make Money Writing Magazine Articles. New York: Arco Publishing Company.

Advertising Careers:

Advertising: A Career of Action and Variety for Exceptional Men and Women. New York: American Association of Advertising Agencies, 1969.

Advertising: A Guide to Careers in Advertising. New York: American Association of Advertising Agencies.

Advertising Career Curriculum. Stamford, Connecticut: Educational Dimensions Corporation. (Filmstrip).

Careers and Opportunities in Advertising. Charles M. Boland. New York: E.P. Dutton, 1964.

Careers in Industrial Advertising. New York: Association of Industrial Advertisers.

Jobs in Advertising. Washington, D.C.: American Advertising Federation.

Looking Forward to a Career: Advertising. Bob Larranaga. Minneapolis: Dillon Press, 1970.

Opportunities in Advertising Careers. George T. Clarke. Louisville, Kentucky: Vocational Guidance Manuals, 1968.

111 Jobs for Women in Advertising. Chicago: Women's Advertising Club of Chicago.

Your Career in Advertising. George Johnson. New York: Julian Messner, 1966.

Your Future in Advertising. Jules B. Singer. New York: Richards Rosen Press, 1969.

Miscellaneous Advertising Resources:

Education for Advertising Careers. New York: American Association of Advertising Agencies.

This is Advertising. James P. Wood. New York: Crown Books, 1968.

What Advertising Agencies Are-What They Do and How They Do It. New York: American Association of Advertising Agencies.

Where Shall I Go to College to Study Advertising? Lubbock, Texas: Advertising Education Publications.

Journalism Careers:

Big Story, The: Ten Questions and Answers About the Blooming Career Field of Journalism and Communications. Chicago: Sigma Delta Chi, 1973.

Careers in Journalism. Dekalb, Illinois: Association for Education in Journalism, Northern Illinois University.

Careers in Journalism. Iowa City, Iowa: School of Journalism, University of Iowa. (Special Annual Issue of the Iowa Publisher).

Careers in Journalism. (Set). Iowa City, Iowa: Quill and Scroll Society, University of Iowa.

Careers and Opportunities in Journalism. Ira and Beatrice Freeman. New York: E.P. Dutton, 1966.

Do You Belong in Journalism? Henry Gemmill and Bernard Kilgore. New York: Appleton-Century, Crofts.

Help Wanted: More Minority Newsmen. Saginaw, Michigan: Associated Press Managing Editors Personnel Committee.

Information on the Road to a Career in Journalism. Princeton, New Jersey: The Newspaper Fund.

Letter to a Young Man Considering a Newspaper Career. Washington, D.C.: American Newspaper Publishers Association.

Magazine Journalism: A Career for You? Chicago; Sigma Delta Chi.

Newspaper Career and You, A. Princeton, New Jersey: The Newspaper Fund, Inc.,1974.

Opportunities in Journalism Careers. John M. Barry. Louisville, Kentucky: Vocational Guidance Manuals, 1967.

Reporting/Writing from Front Row Seats. Staffers of the Associated Press. New York: Simon and Schuster, 1971.

So You Want to Go into Journalism. Leonard Eames Ryan and Bernard Ryan, Jr. New York: Harper and Row.

Some Specifics on Newspaper Careers. Princeton, New Jersey: The Newspaper Fund, Inc., 1973.

Story of a Newspaperman. New York: Sterling Educational Films, 1965. (Film).

There is a Career Waiting for You with America's Community Press. Washington, D.C.: National Newspaper Association.

Your Career in Journalism. M.L. Stein. New York: Julian Messner, 1965.

Your Future as a Newspaper Reporter. Pleasantville, New York: Guidance Associates. (Cassette).

Your Future as a Newspaper Reporter. New York: Harcourt, Brace Jovanovich, 1969. (Cassette).

Your Future in Daily Newspapers. Washington, D.C.: American Newspaper Publishers Association, 1973.

Your Future in Journalism. Arville Schaleben. New York: Richards Rosen Press.

Your Future in Professional Journalism. New York: Richards Rosen Press, 1975.

Miscellaneous Journalism Resources:

American Newspaper Publishers Association Federation Scholarships for Minority Journalism Students. Washington, D.C.: American Newspaper Publishers Association Federation.

Careers for the '70's: Journalism. Arthur Myers. New York: Crowell-Collier, 1971.

Education for a Journalism Career. Columbia, Missouri: American Council on Education for Journalism, 1974.

Education for Journalism Careers. DeKalb, Illinois: Association for Education in Journalism, Northern Illinois University.

Get That Story: Journalism, Its Lore and Thrills. John J. Floherty. New York: Lippincott, 1964.

Great Women Reporters. John Jakes. New York: Putnam-Coward, 1969.

1975 Journalism Scholarship Guide and Directory of College Journalism Programs. Princeton, New Jersey: The Newspaper Fund, Inc., 1974.

One Hundred Books for New Journalists. Brooklyn, New York: Journalism Educators of the American Society of Journalism School Administrators, 1968.

Student Journalist Film Series. New York: Richards Rosen Press.

Magazine and Book Publishing Careers:

Beauty, Brains and Glamour: A Career in Magazine Publishing. Hila Colman. New York: World Publishing Company, 1968.

Career in Book Publishing, A. Roy W. Poe. New York: McGraw-Hill Company.

Jobs in Publishing. Chicago: Science Research Associates, 1966.

So You Want to Get into Book Publishing-The Jobs, the Pay and How to Start. Daniel Melcher. New York: R. R. Bowker Company, 1967.

Your Future in Publishing. Leonard Corwen. New York: Richards Rosen Press, 1973.

What Happens in Book Publishing. Chandler B. Grannis. New York: Columbia University Press, 1967, (second edition).

Miscellaneous Magazine and Book Publishing Resources:

Art and Science of Book Publishing, The. Herbert S. Bailey. New York: Harper and Row, 1970.

How Books are Made. David C. Cooke. New York: Dodd, Mead and Company, 1963.

World of Books, A. Chicago: Children's Press, 1970.

Public Relations Careers:

Careers in Public Relations. New York: Public Relations Society of America, Inc., 1974.

Careers in Public Relations. Harry E. Heath. Iowa City, Iowa: Quill and Scroll Foundation, 1965.

On My Own. Chicago: Children's Press, 1970. (Black Public Relations exectutive).

Opportunities in Public Relations. Shepard Henkin. Louisville, Kentucky: Vocational Guidance Manuals, 1964.

Your Future in Public Relations. Edward L. Bernays. New York: Richards Rosen Press, 1969.

Miscellaneous Public Relations Resources:

Colleges Offering Public Relations Courses. New York: Public Relations Society of America, 1967.

COMBINED PERFORMING ARTS CURRICULUM FROM EDUCATIONAL AGENCIES

Title: PERFORMING ARTS EDUCATION: A PRELIMINARY GUIDE FOR THE INTEGRATION OF THE PERFORMING ARTS INTO THE ONGOING CURRICULUM

Subject/Discipline Area: Art/Foreign Lang./Lang. Arts/ Social Studies

Date: 1968

Author, if specified:

Number of Pages: 114

Grade Level: 5__ 6__ 7__ 8__ 9__ 10__ 11__ 12__ Jr. High X Sr. High X

Career Education Phase: Orientation Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?	X		
3. Are teaching strategies specified?	X		
4. Are learning experiences specified?	X		
5. Are learning resources specified?	X		
6. Are evaluation procedures specified?	X		

Examples of Unit Titles: An Introduction to Performing Arts Education, The Opera, The Drama

Type of Material: printed manual

Validation Method: Unknown

Availability: Cost $.75

Contact Person and/or Ordering Source:

The University of the State of New York
The Publications Distribution Unit
The State Education Department
Albany, New York 12224

Original Developer:

University of the State of New York
The State Education Department
Bureau of Secondary Curriculum Development
Albany, New York

Funding Source: New York State Department of Education

COMMENTS: As the only known curriculum guide directed at performing arts education, this work deserves special mention for its pioneering efforts in focusing on the fields of opera and drama within the existing curriculum. Developed to coordinate wit productions staged by the Lincoln Center for the Performing Arts, it is adaptable in a multitude of ways. Structurally, the guide is divided into two parts. "The Opera" section gives background information and texts of the Barber of Seville and suggests activities for art, English, French, Italian, music and social studies classes. Four representative plays were chosen for the section on drama and related activities could be incorporated into English and Latin courses. The interdisciplinary nature of this program will provide students with an increased awareness of the productions they view as well as a basis on which to build more sophisticated understandings of performing arts and academic school subjects.

Music Specialist: Superlative. Sample music units are well thought out. Section for fine arts comes closest to career education goals. Central ideas can be used with other operas or plays and concerts and to enhance the artists-in-schools programs.

LEARNING RESOURCES OF PERFORMING ARTS CAREERS AND MISCELLANEOUS INFORMATION

Performing Arts Careers:

Focus on the Creative Artist. Jamaica, New York: Eye Gate House. (Filmstrip).

Focus on the Performing Arts. Jamaica, New York: Eye Gate House. (Filmstrip).

Introduction to the Performing Arts. New York: Learning Corporation of America. (Film).

Is a Career in the Performing Arts for You? Hollywood, California: AIMS Instructional Media Services, Inc. (Film).

Miscellaneous Performing Arts Resources:

Is a Career in the Performing Arts for You? Philadelphia: CFI Films. (Filmstrip).

Jobs in the Performing Arts. Chicago: Science Research Associates.

Performing Arts Books in Print: An Annotated Bibliography. New York: Drama Book Specialists.

Performing Arts Occupations. Washington, D.C.: U.S.Government Printing Office, 1970.

III. HUMANITIES

HUMANITIES CURRICULUM FROM EDUCATIONAL AGENCIES

Title: CAREER AWARENESS AND FOREIGN LANGUAGES

Subject/Discipline Area: French and Spanish

Date: Published in 1973; revised in 1974

Author, if specified:

Number of Pages: 91

Grade Level: 5__ 6__ 7 X 8 X 9 X 10__ 11__ 12__ Jr. High___ Sr. High___

Career Education Phase: Exploration Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X	___	___
2. Is the content specified?	X	___	___
3. Are teaching strategies specified?	___	X	___
4. Are learning experiences specified?	X	___	___
5. Are learning resources specified?	X	___	___
6. Are evaluation procedures specified?	X	___	___

Examples of Unit Titles: Careers in 1) Communications 2) Services and 3) Marketing

Type of Material: printed material

Validation Method: None

Availability: Limited

Contact Person and/or Ordering Source:

Michael N. Carroll
Uniondale High School
Goodrich Street
Uniondale, New York 11553

Original Developer:

Uniondale Public Schools
Uniondale, New York

Funding Source:
ESEA Title III

COMMENTS: There are three courses which become progressively more advanced, with a continuing thread of examining career areas for extent of ability necessary, as well as for those which directly or indirectly use foreign languages. The activities are especially interesting as they include role-playing, good field trips, fun vocabulary, extra-credit, and Materials for Student Help (M.A.S.H.). Involvement in this program could motivate students to learn the language, travel, or find a job which will use their foreign language skills.

Humanities Specialist: More background information than is given in this guide is often necessary to complete the suggested activities; the curriculum would need revisions for use in other parts of the country.

Title: CAREER EDUCATION. CLUSTER: COMMUNICATIONS. SUB-CLUSTER: NEWSPAPERS

Subject/Discipline Area: Language Arts/Social Studies **Date:** 1973

Author, if specified: John J. McGuire **Number of Pages:** 20

Grade Level: 5__ 6__ 7__ 8__ 9 X 10__ 11__ 12__ Jr. High___ Sr. High___

Career Education Phase: Exploration Counselor Use__ Student Use X Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?		X	
3. Are teaching strategies specified?	X		
4. Are learning experiences specified?	X		
5. Are learning resources specified?		X	
6. Are evaluation procedures specified?	X		

Examples of Unit Titles:

Type of Material: microfiche **Validation Method:** Field Test

Availability: # ID 004 317 (not ERIC)

Contact Person and/or Ordering Source:

Educational Resources Center
San Mateo County Office of Education
333 Main Street
Redwood City, California 94063

Original Developer:

Alta Loma Junior High School
South San Francisco, California

Funding Source: San Mateo County Public Schools

COMMENTS: Continual summarizing of what has been learned about oneself and the newspaper business is the foundation of this unit. This is done by evaluation projects, pre- and post-tests, varied kinds of learning activities, and a project folder. With guidance from a teacher or counselor, students learn by doing, seeing and asking about newspaper activities. This curriculum guide is easy to use and could be generalized to other grades and, with adaptations, to other academic subjects. Further study, of an independent nature, is specified at the conclusion of the unit.

Humanities Specialist: This unit is directly focused on careers in newspaper work rather than on newspaper production itself. Although many activities are suggested, there is a great emphasis on guest speakers and field trips.

Title: CAREER EDUCATION CURRICULUM GUIDE: AMERICAN HISTORY

Subject/Discipline Area: Social Studies **Date:**

Author, if specified: Jim Hart **Number of Pages:** 23

Grade Level: 5__ 6__ 7__ 8__ 9__ 10__ 11__ 12__ Jr. High X Sr. High X

Career Education Phase: Orientation Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?		X	
2. Is the content specified?	X		
3. Are teaching strategies specified?			X
4. Are learning experiences specified?		X	
5. Are learning resources specified?	X		
6. Are evaluation procedures specified?			X

Examples of Unit Titles: The Colonial Era, Industrial America, Boom and Bust

Type of Material: printed manual **Validation Method:** None

Availability: Limited supply of sample copies

Contact Person and/or Ordering Source:

Clayton D. Carlson, Director
South Dakota Career Education Program
435 Tenth Ave., N.W.
Watertown, South Dakota 57201

Original Developer:

South Dakota Career Education Program
Watertown, South Dakota

Funding Source: Vocational Education Amendments of 1968 - Part D

COMMENTS: Although this outline is devoted mainly to the general areas to be covered in an American History course rather than being a formal curriculum guide, it suggests a method of infusing career education into a traditional historical approach. By examining people who represent different kinds of work in sequential periods of American history, the students learns the "career landscape" of the time. Printed resources are included which provide information on individuals and groups. This guide is exceptional for its well-written introduction and thoughtful approach to the subject. Since the author offered this guide as a "suggestion", specific objectives and activities are not fully developed.

Humanities Specialist: This guide focuses on careers in the past and, unfortunately, does not relate them to present-day occupations.

Title: CAREER EDUCATION IN APPALACHIAN MARYLAND - INVESTIGATION AND DECISION MAKING: LANGUAGE ARTS

Subject/Discipline Area: Language Arts Date: 1974

Author, if specified: Number of Pages: 84

Grade Level: 5__ 6__ 7 X 8 X 9__ 10__ 11__ 12__ Jr. High__ Sr. High__

Career Education Phase: Orientation Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?	X		
3. Are teaching strategies specified?			X
4. Are learning experiences specified?	X		
5. Are learning resources specified?		X	
6. Are evaluation procedures specified?			X

Examples of Unit Titles: Oral Skills, Listening Skills, Reading Skills

Type of Material: printed manual Validation Method: Field Test

Availability: Cost $18.50 per set of five volumes; $3.70 per volume

Contact Person and/or Ordering Source:

James Wilson, Director of Career Ed.
Washington County School District
Commonwealth Avenue
Hagerstown, Maryland 21740

Original Developer:

Tri-County Career Education Task Force
Hagerstown, Maryland 21740

Funding Source: Appalachian Regional Commission, Demonstration Project

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COMMENTS: This manual is part of a career education series for seventh and eighth grades in rural Maryland. It was developed as an aid to the teacher in infusing career education concepts and activities into the ongoing course work. The major emphasis is on activities within four skill development sections - oral, listening, writing and reading. No particular career cluster is mentioned, but the use of these skills throughout the work world is emphasized. The activities are both many and interesting, and call for inductive thinking on the part of the students. When possible, they are correlated with known stories and characters. A final section has games and puzzles with career education themes. Their creativity should spur teachers to develop others which are appropriate for their needs and communities.

Humanities Specialist: Here occupational information sometimes serves as the subject matter for the improvement of language arts skills and there is some work with the Dictionary of Occupational Titles and the Occupational Outlook Handbook.

Title: CAREER EDUCATION IN APPALACHIAN MARYLAND - INVESTIGATION AND DECISION-MAKING: SOCIAL SCIENCES

Subject/Discipline Area: Social Sciences

Date: 1974

Author, if specified:

Number of Pages: 163

Grade Level: 5__ 6__ 7 X 8 X 9__ 10__ 11__ 12__ Jr. High___ Sr. High___

Career Education Phase: Orientation Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	___	X	___
2. Is the content specified?	___	X	___
3. Are teaching strategies specified?	___	___	X
4. Are learning experiences specified?	X	___	___
5. Are learning resources specified?	___	X	___
6. Are evaluation procedures specified?	___	___	X

Examples of Unit Titles: Anthropology, Economics, Government, History, Sociology

Type of Material: printed manual

Validation Method: Field Test

Availability: Cost $18.50 per set of five volumes; $3.70 per volume

Contact Person and/or Ordering Source:

James Wilson, Director of Career Ed.
Washington County School District
Commonwealth Avenue
Hagerstown, Maryland 21740

Original Developer:

Tri-County Career Education Task Force
Hagerstown, Maryland 21740

Funding Source: Appalachian Regional Commission, Demonstration Project

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COMMENTS: This manual is part of a career education series for seventh and eighth grades in rural Maryland. It was developed as an aid to the teacher in infusing career education concepts and activities into the on-going course work. Although in this guide concepts to be learned have, for the most part, taken the place of objectives, the large number of good activities makes this a very useful tool for the social sciences teacher to have in incorporating career education into the classroom. The activities are grouped under seven main areas of the social sciences. Some seem difficult to do, but most are appropriate as well as interesting and some could even be termed fascinating. Games and simulations are carefully explained and could be jumping off points for the imaginations of others.

Humanities Specialist: The career information is not integrated with the material about the discipline but is taught as a separate discrete topic which consists of learning the names of various occupations. The activities are good, but the focus is the discipline, not careers. The history section is weak and the concepts are questionable.

Title: CAREER EDUCATION IN APPALACHIAN MARYLAND: PREPARATION FRENCH: SUPPLEMENTAL ACTIVITIES

Subject/Discipline Area: Foreign Languages **Date:** 1974

Author, if specified: **Number of Pages:** 110

Grade Level: 5__ 6__ 7__ 8__ 9 X 10 X 11__ 12__ Jr. High___ Sr. High___

Career Education Phase: Exploration Counselor Use__ Student Use X Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	___	X	___
2. Is the content specified?	X	___	___
3. Are teaching strategies specified?	___	X	___
4. Are learning experiences specified?	X	___	___
5. Are learning resources specified?	X	___	___
6. Are evaluation procedures specified?	X	___	___

Examples of Unit Titles: Broadcaster, Government Employee, Translator-Interpreter

Type of Material: Printed material **Validation Method:** Field-test in progress

Availability: $44.00 per set of 12 volumes; $3.70 per volume

Contact Person and/or Ordering Source:

James W. Wilson, Director of Career Ed.
Washington County School District
Commonwealth Avenue
Hagerstown, Maryland

Original Developer:

Tri-County Career Education Task Force
Hagerstown, Maryland

Funding Source:

Appalachian Regional Commission

COMMENTS: This set of units can be classed with some of the more original ones reviewed. Perhaps, because it is directed toward students, it had to be able to capture and hold attention. This it does admirably. Each unit is developed as a "career center" or package. It contains a student instruction sheet, vocabulary flash cards, learning activities plus miscellaneous information. In each unit the user is thrust into a somewhat realistic situation with a problem to solve which relates to the need to know French. Using the materials provided, (many of which are clever and interesting) the user solves the problem and learns some French at the same time. Some of the information about jobs and geography is not accurate. Instructions to the teacher on how to use and improve the units are included. A list of occupations divided according to the relative necessity of knowing a foreign language is provided although some might be questioned.

Humanities Specialist: Improving students' French vocabulary is the implicit objective of these units; career education seems secondary.

Title: CAREER EDUCATION IN APPALACHIAN MARYLAND: PREPARATION
SOCIAL SCIENCES: SUPPLEMENTAL ACTIVITIES

Subject/Discipline Area: Social Sciences **Date:** 1974

Author, if specified: Margaret Callas **Number of Pages:** 111

Grade Level: 5__ 6__ 7__ 8__ 9 X 10 X 11__ 12__ Jr. High___ Sr. High___

Career Education Phase: Exploration Counselor Use X Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?		X	
3. Are teaching strategies specified?			X
4. Are learning experiences specified?	X		
5. Are learning resources specified?			X
6. Are evaluation procedures specified?		X	

Examples of Unit Titles:

Type of Material: printed manual **Validation Method:** Field-test in progress

Availability: Cost $44.00 per set of 12 volumes; $3.70 per volume

Contact Person and/or Ordering Source:

James Wilson, Director of Career Ed.
Washington County School District
Commonwealth Avenue
Hagerstown, Maryland 21740

Original Developer:

Tri-County Career Education Task Force
Hagerstown, Maryland

Funding Source: Appalachian Regional Commission, Demonstration Project

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COMMENTS: General career education within the social sciences is the focus of this manual, with a section on understanding oneself and the relationship with others. Peripheral mention is made of occupations in the arts and humanities except for more direct inclusion in the sections on local, state and federal government. Much of the material could be adapted to counselor use.

Investigative research, interviews, field trips and puzzles are some of the many kinds of activities presented. Often, only clues are given, rather than detailed information, for teachers to interpret and adapt the activities to their own needs.

Title: CAREER EDUCATION IN APPALACHIAN MARYLAND: PREPARATION SPANISH: SUPPLEMENTAL ACTIVITIES

Subject/Discipline Area: Spanish **Date:** 1974

Author, if specified: Hugo Cardenas **Number of Pages:** 47

Grade Level: 5__ 6__ 7__ 8__ 9 X 10 X 11__ 12__ Jr. High___ Sr. High___

Career Education Phase: Exploration Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X	___	___
2. Is the content specified?	X	___	___
3. Are teaching strategies specified?	___	X	___
4. Are learning experiences specified?	X	___	___
5. Are learning resources specified?	___	X	___
6. Are evaluation procedures specified?	___	___	X

Examples of Unit Titles: Opportunities for Missionary Work, Law Enforcement and Social Work, Opportunities for Secretarial and Clerical Work, Radio and Television

Type of Material: Printed material

Validation Method: Field-test in progress

Availability: $44.00 per set of 12 volumes; $3.70 per volume

Contact Person and/or Ordering Source:

James W. Wilson, Director of Career Ed.
Washington County School District
Commonwealth Avenue
Hagerstown, Maryland 21740

Original Developer:

Tri-County Career Education Task Force
Hagerstown, Maryland

Funding Source: Appalachian Regional Commission

COMMENTS: These units were developed to be used in conjunction with the text Entender y Hablar, but could be used as separate units. The author structures each unit around the need, in the working world, for people with foreign language skills. He uses quotes to substantiate his claims, then proceeds to instruct the students in related vocabulary. Activities which allow students to improve their oral, reading and writing skills are used appropriately. These simple exercises may help a teacher structure his/her own career education activities. A list of job opportunities "at home and abroad" is very helpful as career possibilities and sources of further information. A less dictatorial approach would have improved the general tone of the guide.

Humanities Specialist: This curriculum is based on an article in the Modern Language Journal of April, 1974 about career opportunities for foreign language students. Using direct quotes from the article, the curriculum illustrates the need for Spanish-speakers in a variety of occupations and then has the student practice vocabulary words for these occupations.

Title: CAREER EDUCATION - LEARNING WITH A PURPOSE: JR. HIGH ENGLISH

Subject/Discipline Area: Language Arts **Date:** 1974

Author, if specified: **Number of Pages:** 57

Grade Level: 5__ 6__ 7 X 8 X 9 X 10__ 11__ 12__ Jr. High___ Sr. High___

Career Education Phase: Orientation Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	___	X	___
2. Is the content specified?	___	X	___
3. Are teaching strategies specified?	___	___	X
4. Are learning experiences specified?	X	___	___
5. Are learning resources specified?	X	___	___
6. Are evaluation procedures specified?	___	X	___

Examples of Unit Titles: Short Story, Non-Fiction, Oral Communications

Type of Material: printed manual **Validation Method:** None

Availability: Cost $2.50

Contact Person and/or Ordering Source:

Dr. James L. Navara
Career Education Project
State Fair Community College
Sedalia, Missouri 65301

Original Developer:

State Fair Community College
Sedalia, Missouri

Funding Source: Vocational Education Amendments of 1968 - Part D

COMMENTS: These units are not intended to stand alone but are offered as suggestions to be incorporated into existing curricula. A not wholly successful attempt was made to focus the curricula along the lines of career education. There is difficulty with the definitions provided (e.g., general concepts are called objectives; audio-visual lists include printed matter, etc.) The career concepts come under the headings of self, society and world of work; all the activities relate diligently to individual concepts. This guide introduces job functions in general rather than specific occupations from the arts and humanities cluster. The appendices outline local field trip sites and guest speakers, sources of occupational information, and a bibliography of general materials available in the learning resource center.

Humanities Specialist: The main emphasis here is on academic subject matter, but career information is infused. The career education concepts are related to self-analysis and a particular value system.

Title: CAREER EDUCATION - LEARNING WITH A PURPOSE: Jr. High Social Studies

Subject/Discipline Area: Social Studies **Date:**

Author, if specified: **Number of Pages:** 53

Grade Level: 5__ 6__ 7X 8 X 9 X 10__ 11__ 12__ Jr. High___ Sr. High___

Career Education Phase: Orientation **Counselor Use**__ **Student Use**__ **Teacher Use** X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	___	X	___
2. Is the content specified?	___	X	___
3. Are teaching strategies specified?	___	___	X
4. Are learning experiences specified?	X	___	___
5. Are learning resources specified?	X	___	___
6. Are evaluation procedures specified?	___	X	___

Examples of Unit Titles: Europe, Africa, Exploration and Colonization

Type of Material: printed manual **Validation Method:** None

Availability: Cost, $2.50

Contact Person and/or Ordering Source:

Dr. James L. Navara
Career Education Project
State Fair Community College
Sedalia, Missouri 65301

Original Developer:

State Fair Community College
Sedalia, Missouri

Funding Source: Vocational Education Amendments of 1968 - Part D

COMMENTS: These units are not intended to stand alone but are offered as suggestions to be incorporated into the existing curricula. The usual subject areas are covered, yet a not wholly successful attempt was made to refocus them along the lines of career education. There is a difficulty here with the definitions provided by the authors, (e.g., general concepts are called objectives, audio-visual lists include printed matter, etc.). The concepts come under the headings of self, society and world of work, and all the activities relate diligently to these concepts. This practice does not add to the general effectiveness of the material. Although this guide has some interesting suggestions for various kinds of activities, it provides little current career information. The appendices outline local field trip sites and guest speakers, sources of occupational information and a bibliography of general materials available in the learning resource center.

Humanities Specialist: These units are based on world cultures and American history courses that are laden with value judgments. Career information is introduced in only the most cursory way.

Title: CAREER EDUCATION PROGRAM

Subject/Discipline Area: Language Arts/ Social Studies **Date:**

Author, if specified: **Number of Pages:** approximately 10 each

Grade Level: 5__ 6__ 7__ 8__ 9__ 10__ 11__ 12__ Jr. High X Sr. High X

Career Education Phase: Orientation Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?			X
2. Is the content specified?		X	
3. Are teaching strategies specified?		X	
4. Are learning experiences specified?	X		
5. Are learning resources specified?	X		
6. Are evaluation procedures specified?			X

Examples of Unit Titles: Geography, Civics, English

Type of Material: printed units **Validation Method:** Classroom Use

Availability: Unknown

Contact Person and/or Ordering Source:

Herman Grizzle, Director
Career Education Program
502 West 6th. Rucker Bldg.
Tulsa, Oklahoma 74119

Original Developer:

Sand Springs Public Schools
Sand Springs, Oklahoma

Funding Source: Unknown

COMMENTS: Sand Springs sent us individual units -- one representative of grades 7-12 in language arts and social studies. Basically, these contain suggested activities which could be used in conjunction with curriculum topics being studied (e.g., poetry, plays, civics, world history). Specific texts are mentioned as the major source of content and thus become the organizational structure, although the activities could be adapted in other ways. The language arts group is especially good in using literature as the means to understand careers and to develop the students' self-examination process. Both sets have varied kinds of activities including cognitive, affective and psycho-motor, although not all are career-related.

Humanities Specialist: Most of these units rely on the historical approach in teaching career education, i.e., the activities involve careers and their ramifications according to specific eras. Specific skills, particularly in language arts, are taught using career information as the subject matter. Modern career information is not emphasized.

Title: CAREER ORIENTATION IN SOCIAL STUDIES

Subject/Discipline Area: Social Studies **Date:** Revised, 1973

Author, if specified: **Number of Pages:** 114

Grade Level: 5__ 6__ 7 X 8 X 9__ 10__ 11__ 12__ Jr. High___ Sr. High___

Career Education Phase: Orientation Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?		X	
3. Are teaching strategies specified?		X	
4. Are learning experiences specified?	X		
5. Are learning resources specified?	X		
6. Are evaluation procedures specified?		X	

Examples of Unit Titles: Social Sciences, American History, Urban Living

Type of Material: printed manual **Validation Method:** Field Test

Availability: Cost $1.75

Contact Person and/or Ordering Source:

Charles Conover, Purchasing Dept.
Board of Education
2315 Iowa Avenue
Cincinnati, Ohio 45206

Original Developer:

Cincinnati Public Schools
Cincinnati, Ohio

Funding Source: Ohio State Department of Education

COMMENTS: This guide is one of a series developed by the Cincinnati Public Schools to infuse career eduation activities into the on-going curriculum. Each section consists of one page with the main emphasis on activities related to an occupational cluster and a developmental area. The objectives are usually cognitive in nature and often not correlated with the activities. The latter make good use of case study methods, field trips, and learning about the worker by simulating his functions. It must be assumed that the objectives, which are written in a behavioral manner, are the basis for evaluation. Although only a minority of the sections refer to arts and humanities, many other areas have thought-provoking ideas which could be used by an interested teacher. Especially pertinent supplements include "Guidelines for Implementation of Field Trips" and "Activity Evaluation" procedures.

Humanities Specialist: The basic idea for this curriculum -- exposing students to occupations in all 15 career clusters -- is fine, but its implementation is less ably done. The section on social sciences displays a basic confusion about the definitions of many of the clusters. Also the activities in this section are at too high an intellectual level with too little preparation for junior high students.

Title: CAREER ORIENTATION 7-8: ENGLISH ACTIVITIES MANUAL

Subject/Discipline Area: Language Arts **Date:** Revised 1973

Author, if specified: **Number of Pages:** 94

Grade Level: 5__ 6__ 7 X 8 X 9__ 10__ 11__ 12__ Jr. High___ Sr. High___

Career Education Phase: Orientation Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?			X
3. Are teaching strategies specified?			X
4. Are learning experiences specified?	X		
5. Are learning resources specified?		X	
6. Are evaluation procedures specified?	X		

Examples of Unit Titles: Journalism Careers, Radio-Television-Theatre Careers, Language Careers

Type of Material: printed manual **Validation Method:** Classroom Use

Availability: Cost $1.50

Contact Person and/or Ordering Source:

Charles Conover
Purchasing Department
2315 Iowa Street
Cincinnati, Ohio 45206

Original Developer:

Cincinnati Public Schools
Cincinnati, Ohio

Funding Source: Ohio State Department of Education

COMMENTS: This manual is part of a series developed by the Cincinnati Public Schools for grades 7 and 8 English courses. As with other Cincinnati curriculum guides, objectives and activities are related to one of seven developmental areas (e.g., self-education and training). The eight units described in this manual are planned for approximately one quarter year each. They relate to career areas which rely on communication skills; therefore, they can be coordinated with the basic skills being taught in these grades. As there is no content beyond the general suggestions given in the activities, teachers must be well-versed in the background information necessary for some units (e.g., journalism careers). Variety is a key ingredient of the activities and they run the gamut from cognitive to hands-on with resource people included when necessary. Miscellaneous information and activities comprise almost half of the manual. They appear to be separate as they do not relate to specific careers, but rather are English skill development activities with career education overtones.

Humanities Specialist: Although the main objective of these units is to teach language arts skills, they do contain career information. Depth of career coverage varies from unit to unit.

Title: CURRICULUM GUIDE FOR JOURNALISM/MASS COMMUNICATION: VOLUMES I & II

Subject/Discipline Area: Language arts Date: 1972

Author, if specified: Number of Pages: 146 and 156

Grade Level: 5__ 6__ 7__ 8__ 9X 10X 11__ 12__ Jr. High__ Sr. High__

Career Education Phase: Exploration Counselor Use__ Student Use__ Teacher Use__

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?	X		
3. Are teaching strategies specified?	X		
4. Are learning experiences specified?	X		
5. Are learning resources specified?	X		
6. Are evaluation procedures specified?			X

Examples of Unit Titles: News, How to Produce a School Newspaper, Radio and TV Journalism

Type of Material: printed manuals Validation Method: Classroom use

Availability: $4.50

Contact Person and/or Ordering Source:

Lorraine M. Sullivan, Assist. Supt.
Department of Curriculum
228 N. LaSalle Street
Chicago, Illinois 60601

Original Developer:

Chicago Board of Education
Chicago, Illinois

Funding Source:
Chicago Board of Education

COMMENTS: These two guides (one devoted to journalism and the other to mass communication) were written by the same team of teachers representing the schools of Chicago. The hallmark of both these guides is the extensive and superb activities planned to meet the stated objectives. Certainly there are cognitive activities, but there are also many examples of learning-by-doing and forming personal opinions. Teaching suggestions are especially helpful along with the activities.

The Journalism Guide is noted for useful appendices, including information on high school press associations, a bibliography, and a glossary. Mass Communication relies on the contributions of all the humanities for its content and has a good bibliography. It would probably take years to put into effect all the activities in these two books but, used in any manner, they could upgrade all courses in these subjects.

Humanities Specialist: There is no question that these course guides are excellent. Vol. 1 is the best guide to journalism I've seen in content, detailed instructions for teachers, and activities for students. It is primarily concerned with the process of making a newspaper.

Title: EXPLORING CAREERS IN EDUCATION

Subject/Discipline Area: Language Arts Date: 1972

Author, if specified: Linda Jolley and Carol Beirne Number of Pages: 33

Grade Level: 5__ 6__ 7__ 8__ 9 X 10 X 11__ 12__ Jr. High___ Sr. High___

Career Education Phase: Exploration Counselor Use X Student Use X Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?	X		
3. Are teaching strategies specified?		X	
4. Are learning experiences specified?	X		
5. Are learning resources specified?		X	
6. Are evaluation procedures specified?		X	

Examples of Unit Titles: Learning Packets: Teacher, Counselor, Speech and Hearing Clinician

Type of Material: printed manual Validation Method: Unknown

Availability: Cost $1.

Contact Person and/or Ordering Source:

Charles Conover, Purchasing Dept.
Board of Education
2315 Iowa Street
Cincinnati, Ohio 45206

Original Developer:

Cincinnati Public Schools
Cincinnati, Ohio

Funding Source: Ohio State Department of Education

COMMENTS: This manual combines student learning packets with supplementary information on how to conduct the course. It is based on packets describing job areas in education with objectives and activities related to them. The major experience included in all of them is an observation of the professional worker. A job analysis form must be completed about each job area, although not all students must do all packets. It is controversial whether personality traits deserve the major treatment received here. Evaluation consists of a student's subjective response to the course. Counselors could use or adapt this material to a careers program.

Humanities Specialist: The basic idea behind this unit is sound -- that by observing education practitioners at work and interviewing them, students will get a feeling for the career. There is too much reliance here on getting information from the Cincinnati Education Center, the Yellow Pages and the Dictionary of Occupational Titles.

Title: INTERDISCIPLINARY APPROACH TO CAREER DEVELOPMENT THROUGH A PROGRAM OF OCCUPATIONAL EDUCATION

Subject/Discipline Area: English and Social Studies **Date:** 1971

Author, if specified: **Number of Pages:** 318

Grade Level: 5__ 6__ 7__ 8__ 9 X 10__ 11__ 12__ Jr. High___ Sr. High___

Career Education Phase: Exploration Counselor Use X Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?			X
3. Are teaching strategies specified?		X	
4. Are learning experiences specified?		X	
5. Are learning resources specified?	X		
6. Are evaluation procedures specified?		X	

Examples of Unit Titles: Integrated Occupational Information in the Field of English, Integrated Occupational Information in the Field of Social Studies

Type of Material: microfiche **Validation Method:** Unknown

Availability: ERIC # ED 069 919, VT 016 204

Contact Person and/or Ordering Source:

ERIC Document Reproduction Services
P.O. Box 190
Arlington, Virginia 22210

Original Developer:

Russellville City Schools
Russellville, Alabama

Funding Source: Vocational Education Amendments of 1968 - Part D

COMMENTS: These two sections are correlated with the Kuder Preference Inventory. Once the inventory is completed and explained by the counselor, career information is presented. As none of the content (other than general areas) is described, it is impossible to evaluate the actual material, but it seems lacking in both depth and scope. Also resource materials are mentioned, but not in conjunction with each section, making it difficult for the presenter to use.

Evaluation consists of a written report of each field with no guidelines given. A third-party team provided program evaluation.

Title: LAFAYETTE PARISH CAREER EDUCATION CURRICULUM GUIDE: HIGH SCHOOL ENGLISH

Subject/Discipline Area: Language Arts **Date:** 1973

Author, if specified: **Number of Pages:** 75

Grade Level: 5__ 6__ 7__ 8__ 9__ 10__ 11__ 12__ Jr. High X Sr. High X

Career Education Phase: Orientation Exploration Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?	X		
3. Are teaching strategies specified?		X	
4. Are learning experiences specified?	X		
5. Are learning resources specified?	X		
6. Are evaluation procedures specified?			X

Examples of Unit Titles: Self-Awareness Through Poetry, Writing Occupations, The Making and Selling of a Book

Type of Material: Brinted manual **Validation Method:** Unknown

Availability: Free on a limited basis while supply lasts

Contact Person and/or Ordering Source:

J. Harold Hollier
Lafayette Parish School Board
P.O. Drawer 2158
Lafayette, Louisiana 70501

Original Developer:

Lafayette Parish Public Schools
Lafayette, Louisiana

Funding Source: Vocational Education Amendments of 1968 - Part C

COMMENTS: Introductory statements provide a solid background concerning the development of this career education program. Concepts and sub-concepts are stated and they appear thoughtfully conceived and less biased than many others reviewed. Although only four units are included in this guide, many more are in existence. One uses many poetry examples which have work-related themes. Others are more directly related to jobs in the arts and humanities. Related job titles and vocabulary lists as well as related academic experiences are useful additions. Many and varied activities allow these units to be easily adapted to any language arts course.

Humanities Specialist: These units concentrate on self-awareness and teaching the subject matter while emphasizing career-related material.

Title: LAFAYETTE PARISH CAREER EDUCATION CURRICULUM GUIDE: HIGH SCHOOL SOCIAL STUDIES

Subject/Discipline Area: Social Studies Date: 1973

Author, if specified: Number of Pages: 33

Grade Level: 5__ 6__ 7__ 8__ 9__ 10__ 11__ 12__ Jr. High___ Sr. High X

Career Education Phase: Orientation Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?	X		
3. Are teaching strategies specified?		X	
4. Are learning experiences specified?	X		
5. Are learning resources specified?	X		
6. Are evaluation procedures specified?		X	

Examples of Unit Titles: City Government Workers, Opposing Political Theories of Hamilton and Jefferson, World Job Force Composition

Type of Material: printed Validation Method: Field Test

Availability: Free on a limited basis while supply lasts

Contact Person and/or Ordering Source:

J. Harold Hollier, Coordinator
Career Education
Lafayette Parish School Board
P.O. Drawer 2158, Lafayette, La. 70501

Original Developer:

Lafayette Parish Public Schools
Lafayette, Louisiana

Funding Source: Vocational Education Amendments of 1968 - Part C

COMMENTS: Introductory statements provide a solid background concerning the development of this career education program. Concepts and subconcepts are stated and they are thoughtfully conceived and less biased than many others reviewed. Although only three units are included in the curriculum guide, many more are in existence. The ones reviewed deal with jobs in local government, the importance of one's job to one's philosophy and the relationship of jobs to geography. Careful consideration is given to related academic experiences. Varied kinds of activities help make students aware of the pervasive influence of work in general, rather than specifically in the arts and humanities. For the most part, this infusion approach is very successful.

Humanities Specialist: The career concepts are sometimes questionable and the activities do not provide specific information about jobs in the arts and humanities.

Title: MAN: HIS LIFE AND WORK. A CAREER ORIENTATION MANUAL FOR TEACHERS OF 7TH AND 8TH GRADE SOCIAL STUDIES

Subject/Discipline Area: Social Studies **Date:** 1970

Author, if specified: **Number of Pages:** 179

Grade Level: 5__ 6__ 7X 8X 9__ 10__ 11__ 12__ Jr. High___ Sr. High___

Career Education Phase: Orientation Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?		X	
3. Are teaching strategies specified?			X
4. Are learning experiences specified?	X		
5. Are learning resources specified?	X		
6. Are evaluation procedures specified?			X

Examples of Unit Titles: Curtain Going Up, Applying Geographic Understandings to World Problems, The Method of the Social Scientist

Type of Material: printed manual **Validation Method:** Classroom Use

Availability: ERIC #ED 050 005

Contact Person and/or Ordering Source:

ERIC Document Reproduction Services
P.O. Box 190
Arlington, Virginia 22210

Original Developer:

Cincinnati Public Schools
Cincinnati, Ohio

Funding Source: Ohio State Department of Education

COMMENTS: A group of teachers in the Cincinnati Public Schools produced this group of activities which incorporates career information into social studies instruction. There are more than 100 activities outlined according to the same format. Each activity is related to a job family, period in history, related disciplines and type of objective as specified by Bloom's Taxonomy of Educational Objectives - Cognitive Domain and The Affective Domain. The activities are chronological with about one quarter concerned specifically with Ohio. Lists of career speakers and local employers are found at the end of the manual. Although there are only a few activities focused on the arts and humanities, many others could be adapted. As there is an enormous number of thoughtfully conceived learning experiences, this could be a basic reference for those planning to develop their own curricula in the social studies.

Humanities Specialist: This is an earlier version of CAREER ORIENTATION 7-8: SOCIAL STUDIES, which is reviewed elsewhere in this bibliography. This version has a more detailed introduction and a more complete list of resources than the later version. Some of the less successful lesson plans included here have been omitted in the later version.

Title: MASS COMMUNICATION MEDIA: AN INTERDISCIPLINARY COURSE

Subject/Discipline Area: Language Arts/Industrial Arts Date: 1974

Author, if specified: Shirley Burr, Charles Monckton, Ronald Bass Number of Pages: 20

Grade Level: 5__ 6__ 7__ 8__ 9__ 10 X 11__ 12__ Jr. High___ Sr. High___

Career Education Phase: Orientation Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?		X	
3. Are teaching strategies specified?		X	
4. Are learning experiences specified?		X	
5. Are learning resources specified?			X
6. Are evaluation procedures specified?		X	

Examples of Unit Titles: Faculty and Student Roles, Concepts and Processes of Printed Message, Job Descriptions

Type of Material: printed unit

Validation Method: Field Test

Availability: Unknown

Contact Person and/or Ordering Source:

Lawrence Foth
Kansas State Department of Education
120 East Tenth Street
Topeka, Kansas 66612

Original Developer:

Wilbur Jr. High School
Wichita, Kansas

Funding Source: Wichita Unified School District #259

COMMENTS: This one-semester unit is worthy of mention as it simulates a publishing company with the class divided between editorial and production duties. Much of the curriculum is spent defining jobs and establishing inter-relationships among them, and is very thorough in this respect. The idea of this course is unusually creative and those students taking it fulfill their English I requirement. The curriculum outline itself is of limited value.

Humanities Specialist: This unit has an interesting idea - to have the class act as a publishing company, apply for different jobs and produce a yearbook, newspaper and magazine. Although the curriculum defines each job carefully, it does not give a teacher much indication about how to carry it out.

Title: OCCUPATIONAL EDUCATION PROGRAMS: IMAGE OF THE WORLD OF WORK, Vol. III

Subject/Discipline Area: Language Arts/Social Studies **Date:** 1969

Author, if specified: **Number of Pages:** 128

Grade Level: 5__ 6__ 7X 8__ 9__ 10__ 11__ 12__ Jr. High___ Sr. High___

Career Education Phase: Orientation Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X	___	___
2. Is the content specified?	___	X	___
3. Are teaching strategies specified?	X	___	___
4. Are learning experiences specified?	X	___	___
5. Are learning resources specified?	___	X	___
6. Are evaluation procedures specified?	___	X	___

Examples of Unit Titles: Social Studies, Language Arts, Miscellaneous Content

Type of Material: microfiche **Validation Method:** Classroom Use

Availability: ERIC #ED 034 884, VT 009 985

Contact Person and/or Ordering Source:
ERIC Document Reproduction Services
P. O. Box 190
Arlington, Virginia 22210

Original Developer:
Colorado State University
Fort Collins, Colorado
and
Rocky Mountain Educational Laboratory
Greeley, Colorado

Funding Source: U. S. Office of Education
Bureau of Research

COMMENTS: This curriculum guide has suggestions for developing lesson plans and provides many representative ones to integrate career education thinking into the existing content. Each plan consists of one page which includes cognitive and attitudinal objectives, lesson features, teacher and student activities, general resources, kinds of evaluation procedures, and a post-lesson evaluation by the teacher. Workers and work performed in the arts and humanities are not emphasized, but a career-oriented approach is developed.

Humanities Specialist: In social studies the approach used is historical and the main objective is affective. The only specific occupational information is in a unit on work itself. In language arts, occupational information is sometimes introduced to develop certain skills, e.g. to teach nouns. As in social studies, some units were specifically about jobs and others had almost nothing to do with career information. This approach could be confusing to student and teacher.

Title: THE IMPLEMENTATION OF A COMPREHENSIVE OCCUPATIONAL EDUCATION PROGRAM IN A RURAL SCHOOL SYSTEM. CURRICULUM GUIDE: CAREER INFORMATION

Subject/Discipline Area: Language Arts/Math/ Social Studies

Date: 1971

Author, if specified:

Number of Pages: 183

Grade Level: 5__ 6__ 7__ 8__ 9_X 10_X 11_X 12_X Jr. High___ Sr. High___

Career Education Phase: Orientation Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?		X	
3. Are teaching strategies specified?			X
4. Are learning experiences specified?	X		
5. Are learning resources specified?	X		
6. Are evaluation procedures specified?			X

Examples of Unit Titles: Composition and the Research Paper, Occupational Approach to American History, Civics and Careers

Type of Material: printed manual

Validation Method: Unknown

Availability: Unknown

Contact Person and/or Ordering Source:

Riley O. Carroll, Director
Wake County Schools
P.O. Box 6526
Raleigh, North Carolina 27608

Original Developer:

Apex Exemplary Project
Wake County Schools
Raleigh, North Carolina

Funding Source: Vocational Education Amendments of 1968 - Part D

COMMENTS: The authors wrote these sections with a desire to include careers related to school subjects; yet the curriculum outlines did not always achieve this end. Some of the basic premises are controversial, (e.g, "best way to learn what the U.S. is, is to read its literature"). Structurally, the elements covered are: subject, unit title, suggested time, objectives, topical outline, occupational cluster, activities and resources. The activities are heavily weighted toward reports, discussions and field trips.

Humanities Specialist: Although the occupational information sections are based heavily on the DOT, OOH and SRA, there seems to be some attempt to get hard information to the students. The American History course utilizes the historical approach to career information, only here, as in the American Literature course, the historical occupations are directly related to modern ones. Learning activities are described more fully in the American Literature course; in general, the quality of the courses is uneven.

Title: THE IMPLEMENTATION OF A COMPREHENSIVE OCCUPATIONAL EDUCATION PROGRAM IN A RURAL SCHOOL SYSTEM. CURRICULUM GUIDE: CAREER INFORMATION

Subject/Discipline Area: Social Studies/Language Arts Science/Math **Date:** 1971

Author, if specified: **Number of Pages:** 156

Grade Level: 5__ 6X 7X 8X 9__ 10__ 11__ 12__ Jr. High___ Sr. High___

Career Education Phase: Awareness **Counselor Use**__ **Student Use**__ **Teacher Use** X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	___	___	X
2. Is the content specified?	___	X	___
3. Are teaching strategies specified?	___	___	X
4. Are learning experiences specified?	___	X	___
5. Are learning resources specified?	X	___	___
6. Are evaluation procedures specified?	___	___	X

Examples of Unit Titles: Social Studies, Language Arts, Science

Type of Material: printed manual **Validation Method:** Unknown

Availability: Unknown

Contact Person and/or Ordering Source:

Riley O. Carroll, Director
Wake County Schools
P.O. Box 6526
Raleigh, North Carolina 27688

Original Developer:

Apex Exemplary Project
Wake County Schools
Raleigh, North Carolina

Funding Source: Vocational Education Amendments of 1968 - Part D

COMMENTS: Career information is used to refocus the topics usually covered in regular academic subjects. The topics are wide-ranging and do not follow any obvious sequence or classification (e.g., auto repair and boating are listed under language arts). As no objectives are specified, it is very difficult to understand expected student outcomes and the underlying philosophy. The structure of the outline consists of topic and curriculum unit, overview, occupational cluster, resources and activities. The resource list is the most complete yet examined, although only titles are given as the materials are readily available in the local library (in Raleigh). A supplementary list of resources is available as a separate document.

Humanities Specialist: The language arts and social studies courses use an unusual approach to career education. Rather than outline the whole course, the author simply chooses various occupations or industries, e.g., tobacco, newspapers, automobile, etc. and then indicates at what points in a traditional U.S. history course information about this industry could be introduced. Except in the case of education where the students are encouraged to teach and to talk to teachers, the activities are strongly skewed toward finding out about the setting of an occupation (e.g., visit a newspaper plant),rather than about the occupation itself.

COMMERCIALLY PUBLISHED MATERIALS FOR HUMANITIES	Grade Level	Career Ed. Stage	Text	Teacher's Manual	Student Workbook	Objectives	Teaching Strategies	Learning Experiences	Learning Resources	Evaluation Procedures
People and Me. Robert A. Carter, Gene E. Rooze, Erma Underwood, Herman F. Benthul, Joan L. Nixon, Lois G. Rogge. Westchester, Illinois: Benefic Press, 1975.	J	E	Y	Y	N	Y	Y	Y	Y	Y
This I Can Be. Herman F. Benthul. Westchester, Illinois: Benefic Press, 1975.	J	E	Y	Y	N	Y	Y	Y	Y	Y

CODE Grade Level: J = Junior High; H = High School; A = Advanced Secondary
Career Ed. Phase: E = Exploration; P = Preparation
Other Annotation: Y = Yes; S = Somewhat; N = None

LEARNING RESOURCES OF HUMANITIES CAREERS AND MISCELLANEOUS INFORMATION

Education Careers:

Careers and Opportunities in Teaching. J. I. Biefeleisen. New York: E.P. Dutton and Company, Inc., 1969.

Careers in College Teaching. Robert M. Friedberg and Gene R. Hawes. New York: Henry Z. Walch, Inc., 1965.

Careers in Education: A Listing of Information Sources. Washington, D.C.: American Personnel and Guidance Association, National Career Information Center.

Careers in Education. F. Burtnett, J. Williams, and P. Greenfield. Washington, D.C.: American Personnel and Guidance Association, National Center for Information on Careers in Education, 1973.

Careers in Education. Washington, D.C.: National Education Association.

College Teaching as a Career. Washington, D.C.: Association of College Educators Publication Department.

College Teaching as a Challenging Career. Bloomington, Indiana: Phi Delta Kappa.

Key People: Careers in Education with Your Federal Government. Washington, D.C.: Civil Service Commission, 1969.

New Roles for Educators: A Sourcebook of Career Information. Rita E. Weathersby, et al. Cambridge, Massachusetts: Harvard University Graduate School of Education, 1970.

Teaching as a Career. Washington, D.C.: The American Federation of Teachers, AFL-CIO., 1972.

Teaching Career Fact Book. Washington, D.C.: National Education Association, 1966.

Teaching in a Junior College. Washington, D.C.: American Association of Junior Colleges.

Teaching in the Independent School - A Career. Boston, Massachusetts: National Association of Independent Schools, 1972.

You Can Work in the Education Services. Betty Dietz. New York: John Day Company, 1968.

Your Career in Teaching. Dorothy and Joseph Dowdell. New York: Julian Messner, 1967.

Miscellaneous Education Resources:

Employment Opportunities in Teaching. Barbara M. L. Katcher. New York: Arco Publishing Company, 1967.

Preparation of Humanities Teachers. Kirksville, Missouri: National Association for Humanities Education.

Foreign Language Careers.

"Career Opportunities for Foreign Language Majors." Nancy Le Beau. Ann Arbor, Michigan: University of Michigan, IMPACT, Vol. 2, No. 1.

Careers and Opportunities in International Service. Herbert and Mary Krosney. New York: E.P. Dutton and Company, 1965.

Foreign Language Occupations. Detroit: University of Detroit, Department of Languages and Linguistics.

Foreign Languages and Careers. New York: Modern Language Association.

"Foreign Languages and Careers." L.J. Honig and R. Brod. Modern Language Journal, April, 1974.

Handbook of Foreign Language Occupations. June Lowry Sherif. New York: Regents Publishing Company, 1966.

Opportunities in Foreign Language Careers. Theodore Huebener. Louisville, Kentucky: Vocational Guidance Manuals, 1964.

Translating Foreign Language into Careers. Richard Hardesty. Bloomington, Illinois: Indiana University, 1964.

"Vocational Opportunities for Foreign Language Students." Gilbert C. Kettelkamp. Modern Language Journal, March, 1967.

"Vocational Opportunities for the Foreign Language Major." Dorothy Fronig. Foreign Language Summary 6, No. 2, November, 1971. (Also microfiche: ERIC #ED 066 091).

Your Career in Foreign Service. Harry Edward Neal. New York: Julian Messner,1965.

Your Future in Foreign Service. Robert F. Delaney. New York: Richards Rosen Press, 1969.

Your Future in International Service. Robert Calvert, Jr. New York: Richards Rosen Press.

Your Future in Translating and Interpreting. J.F. Hendry. New York: Richards Rosen Press.

Law Careers:

Careers in Law. Chicago: American Bar Association.

Careers in the Legal Profession. Paul Sarnoff. New York: Julian Messner, 1970.

Lawyers and What They Do. Morris L. Ernest. New York: Franklin Watts, Inc., 1969.

Opportunities in a Law Career. Sheldon D. Elliot. Louisville, Kentucky: Vocational Guidance Manuals, 1969.

What Can She Be? A Lawyer. Gloria and Esther Goldreich. New York: Lothrop, Lee and Shepard, 1973.

What Lawyers Really Do. Bernard Asbell. New York: Peter H. Wyden, 1970.

Library Careers:

Career of the Academic Librarian, The. Chicago: American Library Association, 1969.

Career Opportunities in Archives and Manuscripts. Ann Arbor: Society of American Archivists, 1972.

Careers in Archives Administration. Ann Arbor: Society of American Archivists, 1964.

Challenging Careers in the Library World. Vanya Oakes. New York: Julian Messner, 1970.

Church and Synagoue Libraries. Bryn Mawr, Pennsylvania: The Church and Synaguge Library Association.

Library Technical Assistant. Chicago: American Library Association.

Occupations in the Field of Library Science. Washington, D.C.: U.S. Department of Labor, Manpower Administration.

This is Law Librarianship. Chicago: American Association of Law Libraries.

What is a Special Librarian? New York: Special Libraries Association.

Miscellaneous Library Resources:

Financial Assistance for Library Education: Academic Year 1970-71. Chicago: American Library Association, 1970.

Opportunities for Minority Students-Financial Assistance for Library Education. Chicago: American Library Association.

World of the Special Librarian is a World of Information, The. New York: Special Libraries Association, 1969.

Museum Careers:

Behind These Doors: Science Museum Makers. Margery Facklam. New York: Rand McNally and Company, 1968.

Museum Studies: Career Information. Washington, D.C.: American Association of Museums.

Your Future in Museums. William Burns. New York: Richards Rosen Press, 1967.

Miscellaneous Museum Resources:

Museum Studies. Washington, D.C.: American Association of Museums.

Museum Training Courses in the United States and Canada. Washington, D.C.: American Association of Museums, 1971.

Museums and Education. Eric Larrabee, ed. Washington, D.C.: Smithsonian Institution Press, 1968.

Religion Careers:

Career Guidance Series. New York: Lutheran Church in America Vocational Services.

Careers in the Rabbinate. Washington, D.C.: B'nai B'rith Career and Counseling Services, 1969.

Challenging Careers in the Church. Joseph E. McCabe. New York: McGraw-Hill Book Company, 1966.

Christian Ministry-A Challenge. New York: National Council of the Churches of Christ in the U.S.A.

Church Occupations and Voluntary Service. Nashville, Tennessee: United Methodist Church, Board of Higher Education and Ministry.

College Majors and Careers in the Church. New York: National Council of Churches of Christ in the U.S.A.

Guide to the Catholic Sisterhoods in the United States. Washington, D.C.: Catholic University of America Press.

Guidepost-Religious Vocational Manual for Young Men. Washington, D.C.: Catholic University of America Press.

If Anyone Would Be First. New York: Lutheran Church in America Vocational Services, 1969.

Listing of Church Occupations. New York: National Council of Churches Of Christ in the U.S.A.

Many Are Called. New York: Marist Brothers of the Schools.

National Sisters Vocation Conference Manual. Chicago: National Sisters Vocation Conference.

Older Teens and Life Problems-Careers that Matter. New Haven, Connecticut: Yale University Divinity School. (Filmstrip).

Opportunities for Service: Professional Church Careers for the Layman. New York: Lutheran Church in America [illegible]9.

Opportunities in Catholic Religious Voca[illegible]s. Louisville, Kentucky: Vocational Guidance Manuals.

Protestant Church Occupations. New York: National Council of Churches of Christ in the U.S.A.

Religion as an Occupation. Joseph Fichter. South Bend, Indiana: University of Notre Dame Press, 1966.

Resources on Vocation and Church Occupations. New York: National Council of Churches of Christ in the U.S.A.

What is a Church Occupation? New York: National Council of Churches of Christ in the U.S.A.

What is a Priest? Chicago: Serra International.

What is Required of Me? St. Petersburg, Florida: United World Mission.

When the Minister is a Woman. Elsie Gibson. New York: Holt, Rinehart and Winston, Inc., 1970.

Would You be a Rabbi? Cincinnati, Ohio: Hebrew Union College and Jewish Institute of Religion, 1968.

Your Calling as a Brother. Brother Edward L. Cashin. New York: Richards Rosen Press, 1969.

Your Calling as a Nun. Sister Mary Maureen. New York: Richards Rosen Press, 1967.

Your Future as a Minister. William A. Floyd. New York: Richards Rosen Press, 1969.

Your Future as a Rabbi. Alex Gottschalk. New York: Richards Rosen Press, 1967.

Miscellaneous Religious Resources:

Get a Head Start in Missions. Wayne, New Jersey: International Missions. (A program for high school and college students).

List of Theological Schools. Dayton, Ohio: American Association of Theological Schools, 1968.

Preparing for a Vocation in the Church. Edward N. Ellenson. Moorhead, Minnesota: Concordia College.

Relationship of Self-Perceptions to Realism of Vocational Choice. Washington, D.C.: Catholic University of America Press.

Student Financial Aid from Church Sources. New York: National Council of Churches of Christ in the U.S.A.

Vocations Booklet. St. Paul, Minnesota: Vocation Center, Archdiocese of St. Paul and Minneapolis.

Social Sciences Careers:

Anthropologists and What They Do. Margaret Mead. New York: Franklin Watts, Inc. 1965.

Anthropology and Jobs: A Guide for Undergraduates. H. Russell Bernard and Willis E. Sibley. Washington, D.C.: American Anthropological Association,1975.

Archeology as a Career. John Howland Rowe. New York: Archeological Institute of America, 1970.

Business Economics Careers. Washington, D.C.: National Association of Business Economists Committee on Recruitment and Placement, 1968.

Career in Sociology. Washington, D.C.: American Sociological Association, 1969.

Careers for Classicists. University Park, Pennsylvania: American Philological Association.

Careers in Geography. Washington, D.C.: Association of American Geographers, 1974.

Careers in Government. Mary B. Sullivan. New York: Henry Z. Walck, Inc., 1964.

Careers in History with Historical Organizations. Nashville, Tennessee: American Association for State and Local History.

Economists in Agriculture, Business, Government and Rural Affairs. Laramie, Wyoming: American Agricultural Economics Association.

Education and Career Information and Related Fields. Chicago: American Society of Planning Officials.

Geographers and What They Do. William Warntz. New York: Franklin Watts, Inc., 1964.

Historical Archeology as a Career. Moscow, Idaho: Society for Historical Archeology, Department of Anthropology, University of Idaho.

History as a Career. Washington, D.C.: American Historical Association, 1964.

Is a Career in the Social Sciences for You? Philadelphia, Pennsylvania: CFI Films. (Filmstrip).

Jobs in Politics. New York: Alumnae Advisory Center, 1964.

On Becoming an Anthropologist: A Career Pamphlet for Students. Washington, D.C. American Anthropological Association.

Opportunities in Economics Careers. Harold F. Williamson. Louisville, Kentucky: Vocational Guidance Manuals, 1971.

Planner-Geographer. New York: ACI Films, 1974. (Film).

Social Science and Your Career. Boston: U.S. Department of Labor, Bureau of Labor Statistics.

Student Anthropology Handbook: A Guide to Research, Training and Career. Cambridge, Massachusetts: General Learning Press, 1972.

Your Future in Archeology. Gerald A. LaRue. New York: Richards Rosen Press, 1970.

Your Future in the Federal Government. Stephen Gould. New York: Richards Rosen Press, 1969.

Your Future as a Guidance Counselor. Thomas McDonough. New York: Richards Rosen Press, 1966.

Miscellaneous Social Science Resources:

Directory of College Geography in the United States. J.R. Schwendeman and J.R. Schwendeman, Jr., editors. Richmond, Kentucky: The Geographical Studies and Research Center, Eastern Kentucky University.

Foreign Service of the United States. W. Wendell Blancke. New York: Frederick A. Praeger, Inc., 1969.

Geography as a Professional Field. Washington, D.C.: Association of American Geographers, 1969.

Geography in the Two-Year Colleges. Washington, D.C.: Association of American Geographers, 1970.

Guide to Department of Anthropology 1974-1975. Washington, D.C.: American Anthropological Association.

History Major, The. J. L. Rendahl. Moorhead, Minnesota: Concordia College.

Manpower Future for Anthropologists and Sociologists, The. Washington, D.C.: American Anthropological Association.

Training Programs for New Opportunities in Applied Anthropology. Eleanor Leacock, Nancie L. Gonzalez, and Gilbert Jushner, eds. Washington, D.C.: American Anthropological Association.

IV. COMBINED ARTS AND HUMANITIES CURRICULUM FROM EDUCATIONAL AGENCIES

Title: CAREER DEVELOPMENT CURRICULUM GUIDES: FINE ARTS AND HUMANITIES

Subject/Discipline Area: All school subjects **Date:** 1972

Author, if specified: **Number of Pages:** 125

Grade Level: 5__ 6__ 7_X 8__ 9__ 10__ 11__ 12__ Jr. High___ Sr. High___

Career Education Phase: Orientation Counselor Use__ Student Use__ Teacher Use_X

Target Group, if other than heterogeneous class: of special interest to Black students

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X	___	___
2. Is the content specified?	___	X	___
3. Are teaching strategies specified?	___	___	X
4. Are learning experiences specified?	X	___	___
5. Are learning resources specified?	X	___	___
6. Are evaluation procedures specified?	___	___	X

Examples of Unit Titles: Drama and Literature, The Dance, Crafts

Type of Material: printed manual **Validation Method:** Teacher use and revision. Curriculum committee review.

Availability: $22 for complete set of guides;
$2 per unit

Contact Person and/or Ordering Source:

Bessie D. Etheridge, Director
Browne Junior High School
24th and Benning Road, N.E.
Washington, D. C. 20002

Original Developer:

Public Schools of the District of Columbia and The Metropolitan Educational Council for Staff Development

Funding Source: Vocational Education Amendments of 1968 - Part D

COMMENTS: Fine Arts and Humanities is a separate unit within the three-volume set of Curriculum Guides. Each module is organized in sections which correspond to existing school subjects. There is in-depth coverage of career clusters with especially good activities which include cognitive and affective experiences. Evaluation procedures are omitted but an accompanying manual suggests they be based on unit objectives.

Theatre Specialist: The section on theatre is interesting and complete. It closely relates theatre to literature; this triple infusion, literature, theatre and career education makes it ideal for a traditional English class.

Crafts Specialist: The crafts section attempts to relate crafts to the world of employment possibilities and to correlate crafts with other subjects. The actual craft content is a bit incomplete.

Humanities Specialist: Humanities is not a major focus of this curriculum. Literature is the only field included and it is included only as it relates to drama.

Music Specialist: The 7th grade course contains some excellent ideas; although the activities suggested are lively, their value is questionable. The 8th grade course is aimed at music appreciation, is less creative and emphasizes learning about jobs for musicians.

Title: CAREER EDUCATION CURRICULAR UNITS, K-12

Subject/Discipline Area: All school subjects **Date:** 1973-1974

Author, if specified: **Number of Pages:** Varies per un

Grade Level: 5 X 6 X 7 X 8 X 9 X 10 X 11 X 12 X Jr. High___ Sr. High___

Career Education Phase: Orientation Counselor Use__ Student Use__ Teacher UseX

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?		X	
3. Are teaching strategies specified?		X	
4. Are learning experiences specified?	X		
5. Are learning resources specified?	X		
6. Are evaluation procedures specified?	X		

Examples of Unit Titles: Mass Media, Art Careers: What Are They?, Fancy Painting: A Folk Decorative Art

Type of Material: printed units

Validation Method: Teacher evaluation an assessment

Availability: Free, on a limited basis

Contact Person and/or Ordering Source:

Gerald R. Griffith
Coordinator, Career Education
Chenango Area BOCES
Norwich, New York 13815

Original Developer:

Chenango Area BOCES
Norwich, New York

Funding Source: Vocational Education Amendments; New York State funds for exemplary career education programs

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COMMENTS: Working teachers from area schools wrote these units to incorporate career education into the subjects which they teach. There is little similarity among the units; therefore, they are difficult to review as a group. It does seem that the junior high units emphasize careers while the senior high units refocus the traditional materials in a more subtle manner.

A wide variety of activities are presented which stress student participation. Different strengths can be found in most of the units.

Art Specialist: Some of the concepts have no obvious relationship with the art activities. The curriculum could be stronger in academically valid art content.

Title: CAREER EDUCATION PROGRAM

Subject/Discipline Area: All school subjects **Date:** 1973

Author, if specified: **Number of Pages:** approx. 10 per unit

Grade Level: 5X 6X 7X 8__ 9__ 10__ 11__ 12__ Jr. High___ Sr. High___

Career Education Phase: Awareness Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	___	X	___
2. Is the content specified?	___	X	___
3. Are teaching strategies specified?	___	___	X
4. Are learning experiences specified?	X	___	___
5. Are learning resources specified?	X	___	___
6. Are evaluation procedures specified?	___	___	X

Examples of Unit Titles: Getting to Know Your Newspaper, What's in an Ad?
Careers through Music

Type of Material: printed units **Validation Method:** Classroom use

Availability: $5 for all units (inclusive), grades 4-7

Contact Person and/or Ordering Source:

Kuhn Barnett Elementary School
4th and Pendleton Streets
Radford, Virginia 24141

Original Developer:

Career Education Program
Radford, Virginia 24141

Funding Source: U. S. Office of Education

COMMENTS: Radford teachers developed these units to infuse career education into the existing curriculum, e.g., the newspaper careers unit accompanies newspaper study in both the language arts and social studies at the fifth grade level. Some units are more complete than others; although all are supposed to include the same six elements (following the Cobb County, Georgia career education model), this is often not done. It should be mentioned that these are working copies and the developers plan revisions. Also specific instructional objectives will be included in the final versions.

The emphasis here is on the academic subject and only tangentially on the worker, but this seems appropriate for awareness units. Often the method involves teaching students skills necessary to the school subject through use of career-oriented material.

Title: CAREER EDUCATION WORKSHOPS

Subject/Discipline Area: All school subjects Date:

Author, if specified: all school subjects Number of Pages: varies per unit

Grade Level: 5__ 6__ 7__ 8__ 9__ 10__ 11__ 12__ Jr. High X Sr. High X

Career Education Phase: Exploration Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?		X	
3. Are teaching strategies specified?		X	
4. Are learning experiences specified?	X		
5. Are learning resources specified?		X	
6. Are evaluation procedures specified?		X	

Examples of Unit Titles: Social Studies Infusion Plan, Infusing the Concepts of Career Education into the Secondary Art Program, Career Unit for Foreign Language Classroom

Type of Material: printed units Validation Method: Field Test in progress

Availability: Cost $.045 per Xeroxed page

Contact Person and/or Ordering Source:

Dr. Ronald V. Fleming, Coordinator
BOCES Greene #2
Rexmere Park
Stamford, New York 12167

Original Developer:

BOCES Greene #2
Stamford, New York

Funding Source: Vocational Education Amendments of 1968

COMMENTS: The authors of these units are working teachers who participated in career education curriculum writing workshops. As they do not follow a standard format, there is no uniformity on which to base a critique. Most supplement class activities with a career corner in the classroom. The art experiences use projects which can be related to work done by practicing artists; additional material makes this the most complete and useful segment. Although very limited in extent, the social studies activities are innovative and rely on students experiencing the subject matter.

Title: CAREER EXPLORATION: CURRICULUM SUPPLEMENT FOR GRADES 9-10

Subject/Discipline Area: All school subjects Date: 1974

Author, if specified: Number of Pages: 180

Grade Level: 5__ 6__ 7__ 8__ 9 X 10 X 11__ 12__ Jr. High___ Sr. High___

Career Education Phase: Exploration Counselor Use__ Student Use X Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?		X	
3. Are teaching strategies specified?			X
4. Are learning experiences specified?	X		
5. Are learning resources specified?		X	
6. Are evaluation procedures specified?		X	

Examples of Unit Titles: Integrated Career Exploration Simulations, Career Exploration Lessons, Career Exploration

Type of Material: printed manual Validation Method: Classroom Use

Availability: Cost $6. plus shipping costs ($4.80 for Ohio residents)

Contact Person and/or Ordering Source:

Instructional Materials Laboratory
The Ohio State University
1885 Neil Avenue
Columbus, Ohio 43210

Original Developer:

School districts in Ohio

Funding Source: U. S. Office of Education and Ohio State Department of Education

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COMMENTS: It should be mentioned that there is a Career Exploration Guide which was not available for review. The Supplement may or may not be similar in format and content. The units detailed here were organized according to the kinds of approaches taken to integrate career education into the curriculum throughout Ohio. The units under "simulations" are mainly participatory exercises.

There are many units in the arts and humanities including the only ones seen for Latin teachers (albeit very few and of dubious value). The most extensive section is devoted to "job packets" for students exploring careers in the fields of photography, advertising, and horticulture.

A film, "Career Exploration," is available from the same source.

Title: CAREER ORIENTATION ACTIVITIES GUIDE: ART AND MUSIC

Subject/Discipline Area: Art/Music **Date:** 1974

Author, if specified: **Number of Pages:** 56

Grade Level: 5__ 6__ 7X 8X 9__ 10__ 11__ 12__ Jr. High___ Sr. High___

Career Education Phase: Orientation Counselor Use X Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?		X	
3. Are teaching strategies specified?		X	
4. Are learning experiences specified?	X		
5. Are learning resources specified?			X
6. Are evaluation procedures specified?			X

Examples of Unit Titles: Interior Decoration I and II, Fine Arts; Legitimate Instrumental Musician

Type of Material: printed units **Validation Method:** Classroom Use

Availability: Cost $10 per set

Contact Person and/or Ordering Source:

Mrs. Jama Roman, Supervisor
Career Development
Toledo Public Schools
Manhattan & Elm
Toledo, Ohio 43608

Original Developer:

Toledo Public Schools
Toledo, Ohio

Funding Source: Vocational Education Amendments of 1968 - Parts C and D

COMMENTS: This guide is part of a series which includes volumes on social studies, science, physical education, language arts and foreign languages, and math. One or two pages are devoted to each job area and, when possible, the student is encouraged to engaged in an activity similar to the one performed by the worker. Most of the other learning experiences rely on group discussions of information pertinent to the lives and training of the artists being studied. As the material is aimed at middle school students and does not need specialized teaching, it could be used by counselors when the production of art objects is not required. The appendix contains a sample introductory unit, forms, a game and a "career week menu" which is humorous.

Art Specialist: This material is adequate. Each career is treated as a separate entity with no commonalities revealed among them.

Music Specialist: Useful outlines could be points of departure for discussions. Some good basic de-mything takes place, which is good.

Title: CAREER ORIENTATION: CURRICULUM SUPPLEMENT FOR GRADES 7-8

Subject/Discipline Area: All school subjects **Date:** 1974

Author, if specified: **Number of Pages:** 400

Grade Level: 5__ 6__ 7 X 8 X 9__ 10__ 11__ 12__ Jr. High___ Sr. High___

Career Education Phase: Orientation Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?		X	
3. Are teaching strategies specified?			X
4. Are learning experiences specified?	X		
5. Are learning resources specified?		X	
6. Are evaluation procedures specified?		X	

Examples of Unit Titles: Art, Industrial Arts, Integrated Units

Type of Material: printed manual **Validation Method:** Classroom Use

Availability: Cost $6.20 ($4.96 for Ohio residents) plus shipping costs

Contact Person and/or Ordering Source:

Instructional Materials Laboratory
The Ohio State University
1885 Neil Avenue
Columbus, Ohio 43210

Original Developer:

School districts in Ohio

Funding Source: U. S. Office of Education and Ohio State Department of Education

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COMMENTS: This is the second of two Career Orientation 7-8 Guides written by educators in school systems throughout Ohio. It is a compilation of actual units which were classroom-tested and are organized according to subjects taught in schools. As various schools and formats are represented, differences arise in the emphasis given to the six curriculum components, although all the units are exceptionally good in one area or another. Appropriate lists of occupations, learning resources, charts and miscellaneous information are interspersed among them. A film, "Approaches to Orientation" may be bought from the same source. Teachers and curriculum developers should be thankful that Ohio has supported curriculum development of such a high calibre.

Theatre Specialist: The theatre and media sections of this guide show clear and interesting infusion techniques. Many of the student activities suggested are worthwhile. This is a useful supplement to existing curriculum.

Humanities Specialist: The many language arts and social studies units use two main approaches: the historical and the process. The latter teaches the content of the course by using career-oriented materials and activities rather than traditional methods. The units are usually good, though the career information is somewhat out of date.

Title: CAREER ORIENTATION PROGRAM: GRADES 7 AND 8

Subject/Discipline Area: all occupational clusters Date: 1973

Author, if specified: Number of Pages: 297

Grade Level: 5__ 6__ 7 X 8 X 9__ 10__ 11__ 12__ Jr. High___ Sr. High___

Career Education Phase: Orientation Counselor Use X Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?			X
3. Are teaching strategies specified?		X	
4. Are learning experiences specified?	X		
5. Are learning resources specified?		X	
6. Are evaluation procedures specified?			X

Examples of Unit Titles: Communications and Media, Public Service, Arts and Humanities

Type of Material: printed manual Validation Method: None

Availability: Cost $5.50 ($4.50 for Ohio residents) plus shipping costs

Contact Person and/or Ordering Source:

Instructional Materials Laboratory
The Ohio State University
1885 Neil Avenue
Columbus, Ohio 43210

Original Developer:

Ohio State University
Columbus, Ohio

Funding Source: Educational Professions Development Act and Vocational Education Amendments of 1968

COMMENTS: This is the first of two Career Orientation 7-8 Guides developed by Ohio State University and was written by educators actively involved in on-going programs throughout the state. Each activity is contained within a career cluster, a developmental area and a developmental goal. The stated purpose of this guide is to "identify student abilities"; this is not wholly realized. It is confusing in its structure and it ends up being a kind of activity guide whether or not that was the aim. Performance objectives are heavily weighted toward making lists which might be the reason for mostly cognitive learning experiences. Because of the structure, it may be difficult for teachers to adapt this method to their academic subjects without a lot of rearranging, but perhaps counselors could use this cluster-developmental approach in group career planning sessions with more success.

A complete break-down of the U. S. Office of Education Occupational Clusters is provided in the Appendix. A film, "Approaches to Orientation" may be bought from the same source.

Title: CAREER ORIENTATION 7-8

Subject/Discipline Area: All school subjects

Date: 1974

Author, if specified:

Number of Pages: about 35 per manual

Grade Level: 5__ 6__ 7 X 8 X 9__ 10__ 11__ 12__ Jr. High___ Sr. High___

Career Education Phase: Orientation Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X	___	___
2. Is the content specified?	X	___	___
3. Are teaching strategies specified?	___	___	X
4. Are learning experiences specified?	X	___	___
5. Are learning resources specified?	X	___	___
6. Are evaluation procedures specified?	___	___	X

Examples of Unit Titles: Language Arts & Foreign Languages, Social Studies, Art & Music

Type of Material: Printed manuals

Validation Method: Classroom use

Availability: ERIC # ED 067 490
VT 015 433

Contact Person and/or Ordering Source:

Mrs. Jama Roman
Supervisor, Career Development
Toledo Public Schools, Manhattan & Elm
Toledo, Ohio 43608

Original Developer:

Toledo Public Schools
Toledo, Ohio

Funding Source:
Vocational Education Amendments - Parts C & D

COMMENTS: The format here is easy to use and gives beginning information and instructions to teachers. The orientation is toward the duties of workers within the specified fields. The employment outlook, when given is out-of-date, but the activities are varied with cognitive, affective and psychomotor skills represented. The materials are sketchy, but thought-provoking. One limitation is the lack of publishers' names or an extensive list of learning resources.

Humanities Specialist: These curriculum guides focus on careers and practitioners. Activities deal mainly with the process of the field rather than careers in it, e.g. writing ads, discussing anthropological finds; however, some of the activities focus specifically on career information.

Title: CAREERS UNLIMITED...ENTERTAINMENT AND COMMUNICATIONS - ENGLISH

Subject/Discipline Area: Language Arts **Date:**

Author, if specified: **Number of Pages:** 16

Grade Level: 5__ 6__ 7__ 8__ 9__ 10__ 11__ 12__ Jr. High X Sr. High___

Career Education Phase: Orientation **Counselor Use**__ **Student Use**__ **Teacher Use** X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	___	X	___
2. Is the content specified?	___	___	X
3. Are teaching strategies specified?	___	___	X
4. Are learning experiences specified?	X	___	___
5. Are learning resources specified?	___	___	X
6. Are evaluation procedures specified?	___	___	X

Examples of Unit Titles: Careers in the Performing Arts, Careers in Graphic Arts, Careers in Radio and Television

Type of Material: Microfiche **Validation Method:** Unknown

Availability: ERIC #ED 063 502
VT 014 517

Contact Person and/or Ordering Source:

ERIC Document Reproduction Services
P.O. Box 190
Arlington, Virginia 22210

Original Developer:

Syracuse City School District
Syracuse, New York

Funding Source: Local

COMMENTS: The focus is on having students research basic information about occupations and especially the skills involved in them. As can be seen from the chart above, the elements are not balanced. (This is more a compendium of learning experiences than a curriculum guide.) Yet, considering the number and variety of activities (although of differing quality), this could be a useful tool.

Media Specialist: This general "curriculum" would serve merely as a guide to possible learning experiences; however, the activities suggested are often uninteresting. No specific grade level is mentioned, although it appears it would be suitable for junior high school.

Title: COBB COUNTY CAREER EDUCATION CURRICULUM MATERIALS

Subject/Discipline Area: All school subjects **Date:** 1973

Author, if specified: **Number of Pages:** approx. 15 per unit

Grade Level: 5 X 6 X 7 X 8 X 9 X 10 X 11 X 12 X Jr. High___ Sr. High___

Career Education Phase: Orientation Exploration Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X	___	___
2. Is the content specified?	X	___	___
3. Are teaching strategies specified?	X	___	___
4. Are learning experiences specified?	X	___	___
5. Are learning resources specified?	X	___	___
6. Are evaluation procedures specified?	X	___	___

Examples of Unit Titles: Arts and Handicrafts, Language Arts Works in the Television Industry, Newspaper

Type of Material: printed units **Validation Method:** None

Availability: Cost $1 per unit

Contact Person and/or Ordering Source:

Joel Smith, Project Director
Cobb County Public Schools
47 Waddell Street
Marietta, Georgia 30060

Original Developer:

Cobb County School District
Marietta, Georgia

Funding Source: Vocational Education Amendments of 1968 - Part D
Commissioner's Discretionary Funds

COMMENTS: This series of units covering all school subjects has been an exemplary program for other schools wishing to relate school subjects to the world of work. Although the units can stand alone, they could provide ideas and activities for any teacher hoping to enrich the usual curriculum offerings. All units devote some thought to academic tie-in, community resource involvement, awareness of self, occupational awareness, hands-on experience and on-site visitations. Many units have helpful appendices of the actual activities used in the classroom.

Theatre Specialist: "Language Arts Works in the Television Industry" is excellent in every way. It is innovative and exciting and it infuses career education into a language arts unit. Objectives are clearly stated and the learning experiences offered are in direct relationship to achievement of those objectives.

Music Specialist: Most of the correlated activities for music are inappropriate. Music/entertainment editor of a newspaper is the only musical career discussed in the communications unit.

Crafts Specialist: The crafts section is extremely complete. The content is very clear, but biased toward industrial crafts.

Humanities Specialist: The language arts and foreign language units emphasize the teaching of skills related to the subject matter, but in a career-oriented manner.

Title: COPING: CAREER ORIENTED PHASE ELECTIVES IN A NON-GRADED PROGRAM, K-12.

Subject/Discipline Area: Language arts Date: 1974

Author, if specified: Number of Pages: 499

Grade Level: 5 X 6 X 7 __ 8 __ 9 __ 10 __ 11 __ 12 __ Jr. High X Sr. High X

Career Education Phase: All phases Counselor Use __ Student Use __ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?		X	
3. Are teaching strategies specified?		X	
4. Are learning experiences specified?	X		
5. Are learning resources specified?	X		
6. Are evaluation procedures specified?		X	

Examples of Unit Titles: Science Fiction: Exploring the Unknown, Theater Arts, Black Literature, Advanced Humanities

Type of Material: Printed manual Validation Method: Classroom use

Availability: Free while supply lasts

Contact Person and/or Ordering Source:

J. Holland Hollier, Coordinator
Career Education
Lafayette Parish School Board
P.O. Drawer 2158
Lafayette, Louisiana 70501

Original Developer:

Lafayette Parish Public Schools
Lafayette, Louisiana

Funding Source:

Louisiana State Department of Education

COMMENTS: Communications skills are the subject of this huge compilation of curriculum units. All possible topic areas taught by language arts teachers are represented. Each unit is referenced according to the level of difficulty presumed, rather than by grade. The same structure is used throughout and has sections on course descriptions, achievement criteria, career concepts, instructional goals, student objectives, major emphases, suggested procedures, and resource media.

Development of language arts skills is the major thrust. Career education is mainly in the form of self-understandings and competencies and it is not substantial different from traditional language arts curricula. Occupational information is included in only one of the more than fifty units presented. Cognitive and affective activities are related closely to the texts mentioned all of which are intended to be used in developing communications skills. Psychomotor activities are lacking for the most part except in theater arts courses. Evaluation procedures are found only in the section on objectives.

Humanities Specialist: The wide range of unit topics and varying levels of difficulty allow the teacher to select areas for use according to student needs, abilities, and interests. More specific career information in content, activities, or resources would have reinforced the career concepts to be learned.

Title: EXPLORING CAREERS IN FINE ARTS AND HUMANITIES: A GUIDE FOR TEACHERS

Subject/Discipline Area: Art, Music, Dance, Drama, Language Arts

Date: 1974

Author, if specified:

Number of Pages: 284

Grade Level: 5__ 6__ 7__ 8__ 9 X 10 X 11__ 12__ Jr. High___ Sr. High___

Career Education Phase: Exploration Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?	X		
3. Are teaching strategies specified?	X		
4. Are learning experiences specified?	X		
5. Are learning resources specified?	X		
6. Are evaluation procedures specified?		X	

Examples of Unit Titles: Art, Music, Dance, Drama and Literature, Humanities

Type of Material: printed material

Validation Method: Field tested in 40 schools

Availability: Cost $7. (free for Kentucky residents)

Contact Person and/or Ordering Source:

Elsie Kennedy
Curriculum Development Center
Room 151, Taylor Educational Bldg.
University of Kentucky
Lexington, Kentucky 40506

Original Developer:

Curriculum Development Center
University of Kentucky
Lexington, Kentucky

Funding Source: Vocational Education Amendments of 1968, Part I, Sec. 191(a)

COMMENTS: The same general approach is used within the 25 units of this guide. It involves the student doing activities associated with the arts area under consideration and then researching the jobs . A list of jobs (prepared by the student) is the culminating activity of each unit. Evaluation is performance-based according to the subjective standards of each teacher. The guide may be used as a mini-course or in conjunction with an existing curriculum.

Theatre Specialist: It is possible that an unrealistic picture of careers could easily be painted from the information given.

Art Specialist: The content of the art units is not particularly imaginative; career information seems to be treated as addenda to an otherwise traditional course.

Crafts Specialist: The content outline for crafts is acceptable. Career information is provided, but only through traditional or misleading sources.

Title: GREATER LOWELL LEARNING ACTIVITY PACKETS

Subject/Discipline Area: All vocational subjects Date: 1972

Author, if specified: Number of Pages: various

Grade Level: 5__ 6__ 7__ 8__ 9__ 10__ 11__ 12__ Jr. High___ Sr. High X

Career Education Phase: Exploration and Preparation Counselor Use__ Student Use X Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X	___	___
2. Is the content specified?	X	___	___
3. Are teaching strategies specified?	___	___	X
4. Are learning experiences specified?	X	___	___
5. Are learning resources specified?	X	___	___
6. Are evaluation procedures specified?	X	___	___

Examples of Unit Titles: Drafting, Graphic Arts, Television Production

Type of Material: printed learning activity packets Validation Method: Classroom use

Availability: $.50 each LAP

Contact Person and/or Ordering Source:

Greater Lowell Regional Vocational-Technical School District
117 Perry Street
Lowell, Massachusetts 01852

Original Developer:

Greater Lowell Regional Vocational-Technical School District
Lowell, Massachusetts

Funding Source: ESEA Title III

COMMENTS: Although there are over one hundred learning activity packets developed by this consortium, we were able to review only one. It consists of a brief description of the work to be studied, a pre-test to determine if the student should use this LAP or move to another, student objectives, activities, and expected results. A separate appendix provides additional information about the activities (most of which are psycho-motor and lead to making a final product). A final test (with answers for the teacher) is contained in Appendix B. These LAPs are broken down into very specifi functions and they range across most vocational subjects.

Art Specialist: The pre-test is very poor and activities are rather uninspired. As is often the case, the students are asked to design and execute a final product without any experience of division of labor.

Title: GUIDE FOR A BETTER BALANCED CURRICULUM

Subject/Discipline Area: All school subjects **Date:** 1974

Author, if specified: **Number of Pages:** 75

Grade Level: 5__ 6 X 7 X 8__ 9__ 10__ 11__ 12__ Jr. High___ Sr. High___

Career Education Phase: Orientation Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	___	X	___
2. Is the content specified?	___	X	___
3. Are teaching strategies specified?	___	___	X
4. Are learning experiences specified?	X	___	___
5. Are learning resources specified?	X	___	___
6. Are evaluation procedures specified?	___	___	X

Examples of Unit Titles: Lost (cartographers), Dig it (archeologists), Would Michelangelo "Make It" Today?

Type of Material: printed manual **Validation Method:** Classroom Use

Availability: Free, while supply lasts

Contact Person and/or Ordering Source:

John C. Liddell
Weatherford Independent School District
1007 South Main Street
Weatherford, Texas 76086

Original Developer:

Weatherford Independent School District
Weatherford, Texas

Funding Source: Federal funds

COMMENTS: The focus of this set of unit outlines is on the subject matter within an occupation rather than on the worker (e.g., archaeology,not the archaeologist), although the latter is included somewhat. The titles are humorous, the career areas developed are many, and, in general, this guide provides many useful ideas for incorporating career education into the orientation phase.

Music Specialist: Good career education units for music career orientation. "Instrument maintenance and repair"is the best. Some of the activities for Music Therapist and Music Critic seem inappropriate for grade 6, but could work at more mature levels.

Art Specialist: The arts units need more content to be useful. The students rarely do anything but see films.

Craft Specialist: The crafts units are somewhat vague, but all right for the orientation stage.

Title: INDUSTRIAL PREP, Vol. 2, BIOLOGY, ENGLISH, ARCHITECTURE OCCUPATIONS

Subject/Discipline Area: Vocational Education/ Interdisciplinary

Date: 1969

Author, if specified:

Number of Pages: 264

Grade Level: 5__ 6__ 7__ 8__ 9__ 10 X 11__ 12__ Jr. High___ Sr. High___

Career Education Phase: Exploration Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?	X		
3. Are teaching strategies specified?	X		
4. Are learning experiences specified?	X		
5. Are learning resources specified?	X		
6. Are evaluation procedures specified?		X	

Examples of Unit Titles: Architecture, English, Advertising and Packaging

Type of Material: microfiche

Validation Method: Unknown

Availability: ERIC # ED 063 464, VT 015 228

Contact Person and/or Ordering Source:
ERIC Document Reproduction Services
P.O. Box 190
Arlington, Virginia 22210

Original Developer:
Hackensack Public Schools
Hackensack, New Jersey

Funding Source: Unknown

COMMENTS: This curriculum is an outstanding example of planning and writing. It was preceded by academic and community research. The authors' views on education are stated clearly in the introduction and are adhered to throughout the manual. These include: the inductive approach, comprehensive education (rather than narrowly defined skill development), relating the past to the present, and keeping students' interests in mind.

Follow-up assignments and final projects are the evaluation procedures which are correlated with both the objectives and activities of each unit. This is part of a series for grades 10-12, vocational education "boys," but it could be used by any group in the exploration stage.

Title: K - 14 CAREER EDUCATION GUIDE

Subject/Discipline Area: All school subjects

Date: 1972

Author, if specified:

Number of Pages: 712

Grade Level: 5 X 6 X 7 X 8 X 9 X 10 X 11 X 12 X Jr. High___ Sr. High___

Career Education Phase: All phases Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?		X	
3. Are teaching strategies specified?			X
4. Are learning experiences specified?	X		
5. Are learning resources specified?	X		
6. Are evaluation procedures specified?	X		

Examples of Unit Titles: Grades 7-9: Language Arts, Industrial Arts
Grades 10-12: Fine Arts, Social Studies & Psychology

Type of Material: printed manual

Validation Method: classroom use

Availability: Free

Contact Person and/or Ordering Source:

George Grinde
1290 North Avenue
Cleveland, Wisconsin 53015

Original Developer:

Lakeshore Technical Institute and Sheboygan Public Schools
Sheboygan, Wisconsin

Funding Source: U.S. Office of Education

COMMENTS: There is something here for everybody, if only according to the enormous amount of material covered. This tome is the result of a summer workshop of many teachers writing career education curriculum for their disciplines.

It is organized according to the Wisconsin State Guide for Career Development which relates over 100 concepts to three broad areas: self, work world and career planning. Activities were developed to correlate with these concepts. As different groups prepared individual sections, they can not be examined for consistency, quality, etc. Yet, cognitive, affective and psycho-motor experiences are found in harmonious balance. This was an enormous undertaking and should provide many thought-provoking suggestions.

Humanities Specialist: Relating learning experiences to career concepts is an interesting way to incorporate career education into the curriculum Although the units are developed by different teachers and are thereby uneven, many of them are successful in imparting useful occupational information.

Media Specialist: Interesting in that it concerns itself very much with the individual with specific lessons in self-esteem, life-style, etc.

Title: MCKEESPORT CAREER EDUCATION PROGRAM

Subject/Discipline Area: All school subjects Date: unknown

Author, if specified: Number of Pages: about 6 per unit

Grade Level: 5__ 6__ 7__ 8 X 9 X 10 X 11__ 12__ Jr. High___ Sr. High___

Career Education Phase: Orientation Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?			X
3. Are teaching strategies specified?	X		
4. Are learning experiences specified?	X		
5. Are learning resources specified?	X		
6. Are evaluation procedures specified?	X		

Examples of Unit Titles: Architecture: An Aspect of the Environment, Courts and Corrections, Flower Arranging

Type of Material: printed units Validation Method: pre-post testing

Availability: Cost of postage and paper

Contact Person and/or Ordering Source:

Henry Durand
Career Education Program
McKeesport Area Schools
402 Shaw Avenue
McKeesport, Pennsylvania 15132

Original Developer:

McKeesport Area School District
McKeesport, Pennsylvania

Funding Source:
Vocational Education Amendments-Part C

COMMENTS: Seven units which relate to the arts and humanities were reviewed, although there are many others. There was consistency among them in that each outline was divided into seven areas: Objectives, Concepts, Subject Matter, Occupational Information, Study Activities, Evaluation Techniques, Bibliography. The activities are particularly noteworthy in their scope as they are not all cognitive. Values, feelings, actual experimenting, and learning from the community are all in evidence.

Media Specialist: This is an interesting and complete series of units on theater, communication, and the television industry. Objectives are clearly stated and activities suggested follow through.

Craft Specialist: Very clear statement of goals for flower arranging. Seems quite complete.

Music Specialist: The three activities for music in communications unit are appropriate also for general music.

Art Specialist: The Art Units are weak in hands-on activities and some of those included are inadequate. The occupational content, however, seems valid and thorough. The content is not designed to be integrated into a unified curriculum - they are separate units dealing with a given profession as an isolated activity.

Title: MIDDLE GRADES PROGRAM IN KANNAPOLIS CITY SCHOOLS

Subject/Discipline Area: Language Arts / Social Studies Date: Unknown

Author, if specified: Number of Pages: varies per booklet

Grade Level: 5__ 6__ 7 X 8 X 9 X 10__ 11__ 12__ Jr. High___ Sr. High___

Career Education Phase: Orientation Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	___	X	___
2. Is the content specified?	___	X	___
3. Are teaching strategies specified?	___	X	___
4. Are learning experiences specified?	___	X	___
5. Are learning resources specified?	___	X	___
6. Are evaluation procedures specified?	___	___	X

Examples of Unit Titles: Let's Make a Movie, Art, Exploring the World of Work

Type of Material: printed units

Validation Method: Unknown

Availability: Unknown

Contact Person and/or Ordering Source:

Bob Mauldin
Kannapolis City Schools
P.O. Box 152
Kannapolis, North Carolina 28081

Original Developer:

Kannapolis City Schools
Kannapolis, North Carolina

Funding Source: Unknown

COMMENTS: As these are separate booklets with varying structures and style, it is difficult to evaluate them according to curriculum criteria. Sometimes the extent of the unit consists of "doing" the subject matter; little, if any, supplementary career information is provided. All the units were written as attempts to correlate school subjects with the Middle Grades Occupational Program, yet the latter is never specified. As only unrelated booklets were examined, there may be introductory material which explains the program. The materials reviewed appear to be ideas generated by teachers to coordinate different educational approaches; they do not purport to be finished curriculum products.

Title: OCCUPATIONAL ORIENTATION: AN INTRODUCTION TO THE WORLD OF WORK

Subject/Discipline Area: All school subjects/ Guidance **Date**: 1969

Author, if specified: **Number of Pages**: 226

Grade Level: 5__ 6__ 7__ 8__ 9 X 10__ 11__ 12__ Jr. High___ Sr. High___

Career Education Phase: Exploration Counselor Use X Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?	X		
3. Are teaching strategies specified?		X	
4. Are learning experiences specified?	X		
5. Are learning resources specified?	X		
6. Are evaluation procedures specified?		X	

Examples of Unit Titles: Organization Category, General Culture Category, Arts and Entertainment Category

Type of Material: microfiche **Validation Method**: Unknown

Availability: ERIC # ED 050 279
VT 013 079

Contact Person and/or Ordering Source:

ERIC Document Reproduction Services
P.O. Box 190
Arlington, Virginia 22210

Original Developer:

Mississippi State University
Curriculum Coordination Unit for
Vocational Technical Education
State College, Mississippi

Funding Source:

Mississippi Department of Education, Division of Voc-Tech Education

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COMMENTS: The Roe classification system is the organizing theme for this preliminary draft of the teacher handbook to Occupational Orientation, written by vocational teachers, and it could be used in any setting. Each unit has both teacher and student objectives followed by questions to be answered concerning the occupations within each category. Learning experiences relate directly to the questions as well as to specific jobs. Contact with practicing professionals is important as is learning by simulating the activities of the workers. Evaluation leads to more intense research in student-chosen occupational areas. The appendix has sample questionnaires, study guides, and projects.

Title: OCCUPATIONAL ORIENTATION: SECONDARY LEVEL

Subject/Discipline Area: All occupational clusters **Date:** 1973

Author, if specified: Mary Elizabeth Schell **Number of Pages:** approx. 1000

Grade Level: 5__ 6__ 7 X 8 X 9 X 10__ 11__ 12__ Jr. High___ Sr. High___

Career Education Phase: Orientation Counselor Use X Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?	X		
3. Are teaching strategies specified?	X		
4. Are learning experiences specified?	X		
5. Are learning resources specified?	X		
6. Are evaluation procedures specified?		X	

Examples of Unit Titles: Arts and Humanities, Communications and Media, Transportation

Type of Material: printed manuals **Validation Method:** Field Test

Availability: Cost $3. per volume

Contact Person and/or Ordering Source:

Houston Independent School District
Curriculum Department
3830 Richmond Avenue
Houston, Texas 77027

Original Developer:

Houston Independent School District
Houston, Texas

Funding Source: Federal funds and Texas Education Agency

COMMENTS: Although this whole program is the most complete of any reviewed, the Fine Arts and Humanities section in Volume 4 is less thorough than the rest, though of the same overall quality. It emphasizes writing and drama. Most of the activities involve student research (not always cognitive), field trips, and individual or group participation.

There are four manuals which investigate the fifteen occupational clusters as well as an overview, introduction, self-analysis,planning and evaluation sections. Each occupational section has objectives, performance skills, activities and a sample lesson plan for the four days each sections needs. In order to complete planned activities, four days of intense study would be needed. Each appendix has enormous amounts of material from description of the cluster,to related careers,to articles about the field from practicing professionals.

It is to be remembered that this is for orientation and students are expected to do their own searching for career information in this program. The compilation of the material needed for this course was a herculean task and the author is to be commended for her accomplishments.

Title: ORANGE COUNTY CONSORTIUM

Subject/Discipline Area: All school subjects

Date: 1975

Author, if specified:

Number of Pages: about 10 per subject

Grade Level: 5__ 6__ 7__ 8__ 9__ 10 X 11 X 12 X Jr. High___ Sr. High___

Career Education Phase: Exploration Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?		X	
3. Are teaching strategies specified?	X		
4. Are learning experiences specified?	X		
5. Are learning resources specified?	X		
6. Are evaluation procedures specified?		X	

Examples of Unit Titles: Electronic Music, A Capsule of Fashion Careers

Type of Material: printed units

Validation Method: Student use and validation

Availability: will be published

Contact Person and/or Ordering Source:

Wiley L. Westerfield, Editor
Educational Properties, Inc.
3303 Harbor Blvd., Suite H-6
Costa Mesa, California 92626

Original Developer:

Orange County Consortium

Funding Source: Vocational Education Amendments of 1968 - Part D

COMMENTS: Individual teachers developed these units according to a similar format; the extent to which various curriculum components are represented varies. Methods for using them in other school subjects are outlined as are guidelines for implementation. The tightly constructed music unit is suitable for students with an interest in electronic music. Not only does it provide experiences whereby the students can learn how the music is made, but field trips show where and by whom it is used. Cognitive activities, including reading, listing and classifying are the main focus of the fashion careers unit. Educational planning is in the form of examining fashion school catalogues. An article from an unnamed source gives job descriptions and information about fashion careers.

Music Specialist: Overall excellence with valid career education implications. One drawback is that it presupposes a knowledge of electronic music techniques.

Art Specialist: The fashion unit is planned for a home economics course and has little art content. There is some misleading and sexist information.

Title: RALEIGH COUNTY RESEARCH AND DEVELOPMENT PROJECT IN CAREER EDUCATION

Subject/Discipline Area: All school subjects and occupational clusters

Date: 1972, Revised 1973

Author, if specified:

Number of Pages: approx. 90 per volume

Grade Level: 5__ 6__ 7X 8X 9X 10__ 11__ 12__ Jr. High___ Sr. High___

Career Education Phase: Orientation/ Exploration Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?			X
3. Are teaching strategies specified?			X
4. Are learning experiences specified?	X		
5. Are learning resources specified?	X		
6. Are evaluation procedures specified?	X		

Examples of Unit Titles: Ceramics, Commercial Art, Careers in Music, The Television Industry

Type of Material: printed units

Validation Method: Field Test

Availability: Free as long as supply lasts

Contact Person and/or Ordering Source:

Ms. Mary Louise Klaus
Project Director
105 Addir Street
Beckley, West Virginia 25801

Original Developer:

Raleigh County Public Schools
Beckley, West Virginia

Funding Source: U. S. Commissioner of Education's Discretionary Funds
Vocational Education Amendments of 1968 - Part C

COMMENTS: The curriculum units are organized in four volumes with 7 out of 28 pertaining to arts and humanities. The format is easily comprehended. A wide variety of activities including cognitive, affective and psychomotor are given. Field trips and guest speakers are used appropriately. These units can be infused into existing curricula and as they are meant to be correlated with a number of academic subjects, they would be good material for interdisciplinary instruction.

Media Specialist: The unit on the television industry is excellent. The objectives are stated clearly and suggestions for achieving these objectives are given. This curriculum is especially good in using outside resources and interesting learning experiences.

Humanities Specialist: The Newspaper and Journalism unit involves the production of a newspaper to learn about newspaper careers. It lists objectives and activities, but does not include the information to be acquired. It might, therefore, be difficult for another teacher to use.

Music Specialist: Some excellent ideas are found in the 7th grade music course; although the activities suggested are lively, their value is questionable. The 8th grade course is less creative and aimed at music appreciation with an emphasis on learning about jobs for musicians.

Title: TRI-BOCES CAREER EDUCATION PROJECT

Subject/Discipline Area: All school subjects

Date: 1973 and 1974

Author, if specified:

Number of Pages: Approx. 10 per unit

Grade Level: 5__ 6__ 7__ 8__ 9__ 10__ 11__ 12__ Jr. High X Sr. High X

Career Education Phase: Awareness / Orientation / Exploration Counselor Use__ Student Use__ Teacher Use X

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?	X		
2. Is the content specified?		X	
3. Are teaching strategies specified?	X		
4. Are learning experiences specified?	X		
5. Are learning resources specified?	X		
6. Are evaluation procedures specified?		X	

Examples of Unit Titles: Three-Dimensional Art and Its Application: Plastics; Foreign Languages: Travel; Curriculum 9-12: Social Studies

Type of Material: printed units

Validation Method: Field Test

Availability: $1. per unit

Contact Person and/or Ordering Source:

C. Douglas Van Benschoten
Career Education Manager
BOCES, McEvoy Educational Ctr.
Cortland, New York 13045

Original Developer:

Cortland-Madison BOCES
Cortland, New York

Funding Source: Vocational Education Amendments of 1968 - Part D

COMMENTS: These individual unit outlines follow a similar plan of infusing career education into existing content. The main elements of each are general and career education goals, objectives, activities, kinds of evaluation and resources. There is a disparity among units in their quality. Interesting aspects include relating the material being learned to the jobs using it in various clusters and follow-up activities. Learning by doing is used along with field trips, resource people, interviews, and especially pertinent role-playing activities. Real situations are stressed. Improved evaluation techniques might be helpful in future units, many of which are now in progress.

Title: VOCATIONAL DEVELOPMENT IN GRADES 7, 8 AND 9

Subject/Discipline Area: All school subjects **Date:** 1971

Author, if specified: **Number of Pages:** 350

Grade Level: 5__ 6__ 7X 8X 9X 10__ 11__ 12__ Jr. High___ Sr. High___

Career Education Phase: Orientation Counselor Use__ Student Use__ Teacher UseX__

Target Group, if other than heterogeneous class:

Curriculum Components:	Yes	Somewhat	No
1. Are the objectives specified?		X	
2. Is the content specified?	X		
3. Are teaching strategies specified?	X		
4. Are learning experiences specified?	X		
5. Are learning resources specified?	X		
6. Are evaluation procedures specified?			X

Examples of Unit Titles: Social Studies, English, Art

Type of Material: printed material **Validation Method:** Unknown

Availability: ERIC #065 666

Contact Person and/or Ordering Source:

ERIC Document Reproduction Services
P.O. Box 190
Arlington, Virginia 22210

Original Developer:

The Mid-Hudson Career Development and Information Center
Beacon, New York

Funding Source: Unknown

COMMENTS: This guide was written after the involved teachers experienced an introductory session followed by a summer job in industry. Lesson plans in each of eight school subjects were developed to accommodate activities within broad career education concepts. For the most part, existing curricula were refocused to develop career-relevant thinking about self and work. The art section relates competencies and work situations to activities which are representative of the working world. Industrial arts could be used as a general career orientation course. There is an extensive list of occupations (according to D.O.T. classifications and related work areas) in the appendix and a professional bibliography for teachers.

Art Specialist: The fine arts section is geared toward teacher evaluation, i.e., the teacher is asked to look for certain traits in the student's work on the assumption that only one variable is operant at a time.

Humanities Specialist: The main focus of the English units is on communication skills which might be used in any job. Specific occupational information is introduced as the content for development of reading skills. The social studies units use the historical approach which does not provide any information about work conditions today; rather, occupations become the unifying theme of the curriculum. The entire guide is heavily based on the D.O.T. classification system.

LEARNING RESOURCES OF COMBINED ARTS AND HUMANITIES CAREERS AND MISCELLANEOUS INFORMATION

Combined Arts and Humanities Careers:

Career Wheels. Washington, D.C.: American Personnel and Guidance Association-National Vocational Guidance Association. (Social sciences and humanities).

Jobs in Fine Arts and Humanities. Melvin Berger. New York: Lothrop, Lee and Shepard.

Popeye and Fine Arts and Humanities Careers. Joe Gill. New York: King Features Syndicate, 1973. (Comicbook).

Miscellaneous Combined Arts and Humanities Resources:

Art and Music: Who Needs It? Philadelphia: CFI Films. (Filmstrip).

Project Span. Memphis, Tennessee. Charts of jobs associated with various subject disciplines in general humanities.

Expressions. New York: Harcourt, Brace, Jovanovich, 1974.

Grants and Aids to Individuals in the Arts. Washington, D.C.: Washington International Arts Letter, 1970.

Modern Short Biographies. Henry I. Christ. New York: Globe Book Company, 1970.

Arts and Humanities Careers. Jacqueline E. Rubel. Trenton, New Jersey: Division of Curriculum and Instruction, Department of Education. (Film).

V. CAREER SERIES WHICH INCLUDE ARTS AND HUMANITIES OCCUPATIONAL INFORMATION

Books:

Aim High Vocational Guidance Series. New York: Richards Rosen Press.

Arco-Rosen Series. New York: Arco Publishing Company.

Career Book Library. New York: Putnam-Coward.

Career Books. New York: Doubleday and Company.

Career Series. New York: Henry Z. Walck, Inc.

Careers in Depth. New York: Richards Rosen Press.

Career Wise Kit. New York: Random House Publishing Company.

Choice: Career Handbook of Occupational Information by Clusters for Educators. Austin, Texas: Texas Education Agency, 1974.

Concise Handbook of Occupations. Joan M. Costello and Rita Parsant Wolfson, editors. Chicago: J.G. Ferguson Publishing Company, 1973.

Dictionary of Occupational Titles: Volumes I and II. Supplements. Washington, D.C.: U.S. Employment Office, 1965, 1966 and 1968.

Looking Forward to a Career Series. Minneapolis: Dillon Press, Inc.

Encyclopedia of Careers and Vocational Guidance: Volumes I and II. Edward Hopke, editor. Chicago: J.G. Ferguson Publishing Company.

Messner Career Book. New York: Julian Messner.

Occupational Outlook Handbook. Washington, D.C.: U.S. Department of Labor, Bureau of Labor Statistics. 1973-1974 Edition.

Real People at Work Series. Washington, D.C.: Changing Times Education Service.

Saturday's Child: 36 Women Talk About their Jobs. New York: Bantam Books.

Vocational Guidance Manuals. Louisville, Kentucky: Vocational Guidance Manuals.

What They Do Series. New York: Franklin Watts, Inc.

Yellow Pages of Learning Resources. Philadelphia: Group for Environmental Education, 1972.

Cassettes:

Career Development Lab. Tulsa, Oklahoma: Educational Progress (Division of Educational Development Corporation).

Career Interviews. Kankakee, Illinois: Imperial International Learning Corporation.

Career Tapes. Riverside, New Jersey: McMillan Library Services.

JNP Audio Tape Library. New York: Jeffrey Norton Publishers, Inc.

Listen to Learn. Jamaica, New York: Eye Gate House.

The Talking Handbook of American Occupations. Big Spring, Texas: Creative Visuals.

Films:

Bread and Butterflies. Bloomington, Indiana: Agency for Instructional Television.

Career Films. Chicago: Coronet Films.

Career of the Month Films. Park Ridge, Illinois: Vocational Films.

Careers, Unlimited. Raleigh, North Carolina: Classroom World Production.

Career Awareness Films. Las Vegas: Clark County School District.

Whatcha Gonna Do. Available from local Public Broadcasting affiliates.

When You Grow Up. Philadelphia: Counselor Films, Inc.

Working Worlds, The. Salt Lake City: Olympus Publishers.

The World of Work. Philadelphia: Counselor Films, Inc.

Your Working Future Series. Chicago: Encyclopedia Britannica Films.

Filmstrips:

Adventures in the World of Work. New York: Random House.

Career Education Clusters. New York: Westinghouse Learning Press.

Career Information Library: Series 100 and 200. El Monte, California: Hoffman Occupational Learning Systems.

Careers and Lifestyles. Pleasantville, New York: Guidance Associates.

Careers Series. New Rochelle, New York: Pathescope Educational Films, Inc.

Exploring Careers, Group 9. Chicago: Singer SVE, Inc.

Career Education Slide Programs. New York: Fairchild Books and Visuals.

Career Clusters and the World of Work. Irvine, California: Educational Properties.

Keys to Career Exploration. Chicago: Science Research Associates, Inc.

Livelyhoods. Boston: Houghton-Mifflin Company.

Modern Craftsman Series, The. Bayside, New York: AIDS.

People at Work Series. New Rochelle, New York: Pathescope Educational Films.

Who Works for You. New York: Random House.

Pamphlets:

Alumnae Advisory Center Reprints. New York: Alumnae Advisory Center.

Employment Outlook for ... Series. Washington, D.C.: U.S. Department of Labor, Bureau of Labor Statistics.

Occupational Outlook Reprint Series. Washington, D.C.: U.S. Department of Labor, Bureau of Labor Statistics.

(School Subject) and Your Career. Washington, D.C.: U.S. Department of Labor, Bureau of Labor Statistics.

Packaged Job Description Briefs:

Career Research Monographs and Pamphlets. Chicago: The Institute for Research.

CARRERAS (bilingual). Newport Beach, California: Career Associates.

Desk-Top Career Kit. Largo, Florida: Careers, Inc.

Job Box, The. Belmont, California: Fearon Publishers.

Occupational Briefs. Moravia, New York: Chronicle Guidance Publications.

Occupational Exploration Kit. Chicago: Science Research Associates, Inc.

Occupational Guides. Sacramento, California: California State Department of Employment.

Occupational Guidance Career Monographs. Minneapolis, Minnesota: Finney Company.

Widening Occupational Roles Kit. Chicago: Science Research Associates, Inc.

Yellow Pages Career Library. Arlington, Virginia: National Association of Elementary School Principals.

Miscellaneous:

Career Information Handbook. Waco, Texas: Texas State Technical Institute, 1973. ERIC #ED 085 504. (Microfiche).

Career Posters Related to School Subjects. St. Paul, Minnesota: Minnesota Department of Education. (Posters).

Career World. Highwood, Illinois: Curriculum Innovations, Inc. (Periodical).

Illustrated Occupations Related to Nine Academic Areas. Montgomery, Alabama: Research Coordinating Unit for Vocational and Technical Education. ERIC #VT 016 241 - ED 069 919. (Microfiche).

Job Experience Kits. Chicago: Science Research Associates, Inc. (Simulations).

Occupational Outlook Quarterly. Washington, D.C.: U.S. Department of Labor, Bureau of Labor Statistics. (Periodical).

Popeye and ... Careers. New York: King Features Syndicate. (Career-oriented comics).

Scholastic Scope. Dayton, Ohio: Scholastic Scope Magazine. (Periodical).

VI. GAMES/SIMULATIONS WHICH RELATE TO OCCUPATIONAL AREAS DEFINED BY THE ARTS AND HUMANITIES CLUSTERS

Democracy. James S. Coleman. Indianapolis, Indiana: Bobbs-Merrill Company, Inc., 1969.

Dig: A Simulation in Archeology. Lakeside, California: Interact.

Economic System. James S. Coleman. Indianapolis, Indiana: Bobbs-Merrill Company, Inc., 1969.

EDVENTURE. Cambridge, Massachusetts: Abt Associates.

Moot: A Courtroom Simulation of Legal Conflicts Involving Today's Youth. Lakeside, California: Interact.

Negotiate. Monticello, Minnesota: Good Times Educators.

Point of Law. St. Paul, Minnesota: 3M Company.

Power. (Four games). E. Edstrom. Glenview, Illinois: Scott, Foresman and Company, 1972.

Pressure: A Simulation of Decision-Making in Local Government. Lakeside, California: Interact.

Puzzle: A Simulation Enabling Students to Perform the Tasks of a Biographer-Historian. Lakeside, California: Interact.

Simpolis. Clark Abt. Cambridge, Massachusetts: Abt Associates.

Simsoc (Simulated Society). New York: The Free Press.

VII. LEARNING RESOURCES BIBLIOGRAPHIES

Abstracts of Instructional Materials for Career Education. Allen B. Moore. Columbus, Ohio: Ohio State Center for Vocational and Technical Education, 1972. ERIC #ED 068 627.

Annotated Bibliography of Career-Relevant Literature at the Junior and Senior High School Level. Kathy Loheyde. Ithaca, New York: Cornell Institute for Research and Development in Occupational Education, 1972. ERIC #ED 076 830.

Annotated Bibliography on Career Education. Lydia Baslyk. Providence, Rhode Island: Rhode Island College, 1973. ERIC #ED 073 324.

Annotated Bibliography of Resources in the Fields of Vocational-Technical Education and Vocational Guidance, An. Concord, New Hampshire: State Department of Education, 1970. ERIC #ED 038 513.

Bibliography on Career Education. Sidney C. High, Jr. and Linda Hall. Washington, D.C.: Bureau of Occupational and Adult Education, Department of Health, Education, and Welfare, 1973. ERIC #ED 079 554.

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VIII. COMPENDIA OF SUGGESTED LEARNING EXPERIENCES

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Career Education: An Idea Book for Teachers of English. E. Providence, Rhode Island: School Department, 1974.

Career Education Curriculum Guide. Indianapolis: Indiana State Department of Public Instruction, 1974.

Career Education in the Middle/Junior High School. Rupert Evans, et al. Salt Lake City: Olympus Publishing Company, 1973.

Career Education Resource Guide. Morristown, New Jersey: General Learning Corporation, 1972.

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IX. LIST OF PUBLISHERS WITH EXTENSIVE MATERIALS RELATING TO ARTS AND HUMANITIES

Amphoto: New York. (Film)

Bennett Publishing Company: Peoria, Illinois. (Visual arts/media).

Chilton Book Company: Philadelphia, Pennsylvania. (Visual arts).

Davis Publications: Worcester, Massachusetts. (Visual arts).

Drake Publishers: New York. (Visual arts).

Drama Book Specialists: New York. (Theater).

Educational Dimensions Corporation: Stamford, Connecticut. (Visual arts).

Graphic Arts Technical Foundation: Pittsburgh, Pennsylvania. (Graphic arts).

Grosset and Dunlap: New York. (Visual arts).

Hastings House: New York. (Visual arts/media).

Kodak Company: Rochester, New York. (Film).

McKnight and McKnight: Bloomington, Indiana. (Visual arts/media).

Olesen Company: Hollywood, California. (Film/theater).

Pflaum/Standard: Dayton, Ohio. (Media).

Steck-Vaughn: Austin, Texas. (Visual arts).

Time-Life Books: New York. (Visual arts).

Watson-Guptill Company: New York. (Visual arts).

X. ARTS AND HUMANITIES CURRICULUM WRITING PROJECTS IN PROGRESS

Aesthetics and the Artist. New York: Viking Press. Developed by CEMREL, Inc. St. Louis, Missouri.

Audiovisual Media. Bloomington, Illinois: McKnight and McKnight Publishing Company.

Career Education and the Fine Arts. New Brunswick, New Jersey: New Jersey Curriculum Management Center.

Career Education in Social Studies. Salem, Virginia: Roanoke County Schools.

Career Education Program 8 and 9. Radford, Virginia: Radford Public Schools.

Careers in Commercial Art. Baltimore: Maryland State Department of Education.

Comprehensive Career Education Model Units. (Occupational Exploration Program). Palo Alto, California: American Institutes for Research. Developed by Jefferson County Schools, Lakewood, Colorado, and the Center for Vocational Education, Ohio State University, Columbus, Ohio.

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Communications Media Occupations Cluster Project. Charleston, West Virginia: Appalachia Education Laboratory, Inc.

Dance Curriculum. Washington, D.C.: National Dance Association.

Fine Arts in Career Education. Muscogee, Georgia: Muscogee County School District.

Introduction to Vocations: Performing Arts Cycle. New Brunswick, New Jersey: New Jersey Curriculum Management Center.

Project Interrelating Music and Career Education, A. Portland, Oregon: Washington High School.

XI. ARTS AND HUMANITIES
PUBLIC SECONDARY SCHOOLS

Alabama School of Fine Arts
800 8th Avenue, West
Box A-16
Birmingham, Alabama 35204

New Haven Regional School for
Performing Arts
Orange and Audubon Streets
New Haven, Connecticut 06510

Miami Northwestern Senior High School
7007 N.W. 12th Avenue
Miami, Florida 33150

St. John's River Junior College
Florida School of the Arts
Palatka, Florida 32077

Quincy High School #2
3322 Main Street
Quincy, Illinois 62301

New Orleans Center for Creative Arts
6048 Perrier Street
New Orleans, Louisiana 70118

Cass Technical High School
Detroit, Michigan

Children's Theater Company
Technical School
201 E. 24th Street
Minneapolis, Minnesota 55404

Honors Art High School, Shaw School
5329 Columbia Avenue
St. Louis, Missouri

Arts High School
550 High Street
Newark, New Jersey 17101

Institute of American Indian Arts
Cerrillos Road
Santa Fe, New Mexico 87501

East Harlem School of Performing Arts
346 East 117th Street
New York, New York 10035

High School of Art and Design
1075 2nd Avenue
New York, New York 10022

High School of Fashion Industries
225 West 24th Street
New York, New York 10011

High School of Performing Arts
120 West 46th Street
New York, New York 10036

LaGuardia High School of Music and Art
Convent Avenue and 135th Street
New York, New York 10027

North Carolina School of the Arts
P.O. Box 4657
Winston-Salem, North Carolina 27107

Central High School
212 East 6th Street
Tulsa, Oklahoma 74119

Riverside Center for the Arts
3219 Green Street
Harrisburg, Pennsylvania 17110

High School for Performing and Visual Arts
3517 Austin Street
Houston, Texas 77004

Western High School
35th and R Street, N.W.
Washington, D.C. 20008

Penn Central School
3rd and R Street, N.E.
Washington, D.C. 20002